DOCUMENT RESUME

ED 052 050 24 SE 012 017

AUTHOR	Rocchio, Richard
TITLE	Twin Owls Mountain Camp, A Summer Workshop for Colorado Young People. Final Report and Progress Report.
INSTITUTION	Center for Research and Education, Estes Park, Colo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-0-0794
PUB DATE	Jun 71
GRANT	OEG-0-70-5035
NOTE	301p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$13.16
DESCRIPTORS	*Behavior Change, *Environmental Education, Program Descriptions, *Projects, Reports, Resident Camp Programs, *Social Sciences, *Youth Programs

ABSTRACT

A progress report and final evaluation of the Twin Owls Mountain Camp - Summer Workshop for Colorado Young People are contained in this two-volume publication. Involved in the project was the operation of a summer camp for governmental/ecological education using a participative approach to the learning/teaching process. Also, it was to be determined if, through the summer experience and some follow-up work during the winter and spring, the attitudes and behaviors of young people toward their environment could be changed. The Progress Report of November, 1970, explains in detail the objectives of and preparation for the camp, recruiting of participants and staff, the problems encountered, and what was accomplished in the camp session, while the Final Report considers the follow-up work in the ensuing months. Final evaluation showed that the majority of full-time workshop participants were able to apply at least a few of the skills and abilities and some of the knowledge to their living and working situations in the community. (BL)

ED052050

ER 0-0794
PA 24

FINAL REPORT
Project No. 0-0794
Grant No. OEG-0-70-5035

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: SE | RC
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view. | SO

TWIN OWLS MOUNTAIN CAMP
A SUMMER WORKSHOP FOR COLORADO YOUNG PEOPLE

Richard Rocchio
Center for Research and Education
P.O. Box 1768
Estes Park, Colorado 80517

U.S. DEPARTMENT OF HEALTH, EDUCATION, & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

June 1971

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SE 012 017

Final Report
Project No. 0-0794
Grant No. OEG-0-70-5035

TWIN OWLS MOUNTAIN CAMP
A SUMMER WORKSHOP FOR COLORADO YOUNG PEOPLE

Richard Rocchio
Center for Research and Education
P.O. Box 1768
Estes Park, Colorado 80517

June 1971

The research reported was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Table of Contents

Page

I. INTRODUCTION 1

II. SUMMARY 5

III. METHODS 7

IV. RESULTS 9

Appendices

A. PROJECT OBJECTIVES

B. FOLLOW-UP QUESTIONNAIRES

C. FOLLOW-UP LETTER

D. DATA OBTAINED FROM FOLLOW-UP QUESTIONNAIRES

I. INTRODUCTION

The increasing complexity of America's social and environmental problems will demand a degree of maturity, intelligence, insight and strength from tomorrow's leaders unprecedented in the history of our country. The major purpose of the Twin Owls Mountain Camp, conducted by the Center for Research and Education in August 1970 at the H Bar G Ranch near Estes Park, Colorado, was to help prepare young people of Colorado to assume a role in the solution of their communities' major social and environmental problems by developing responsible leadership and involvement.

The camp session began with a group of 86 participants, ranging in age from 13 to 18: 45 young men and 41 young women--16 Mexican-Americans' 17 Blacks, 3 American Indians, 2 Korean and 1 Japanese American, 35 Anglo Whites and 6 Jews. They came from rural, suburban and urban localities and represented the full economic range from very rich to very poor. Some of them were leaders in their schools and others had serious probation backgrounds, etc.

During the course of the four-week session, 36 participants returned home. Some of these were asked to leave because of their unwillingness or inability to commit themselves to the learning and living goals of the Camp, and some left for personal reasons (usually associated with a situation at home.).

The Progess Report dated November 1970 explains in detail the objectives of and preparation for the camp, recruiting of participants and staff, the problems encountered, and what was accomplished in the camp session. Therefore, it represents the major statement concerning the project. This Final Report is concerned with the follow-up activities listed in Section IX of the Interim Report: "Future Activities Planned for Next Reporting Period."

Of the 50 young people who completed the camp session, about 20 have shown a continuing interest by becoming more actively involved in school and community affairs and by attending follow-up meetings. For the most part, these particular young people are white, upper middle-class. Admittedly, opportunity comes more easily to them. Some from minority groups, for instance, had had difficulties in branching out from their family traditions; and those under the jurisdiction of the probation courts have had limited means and opportunity for follow-up activities.

From our personal contacts with these young people, however, we feel that the camp provided several stepping stones--in the way of awareness and willingness--as far as interpersonal relationships, at least, are concerned.

A father of one of the Mexican American participants phoned one day not long ago requesting that we not send any more correspondence from the camp office to his daughter. One can only conjecture what has been happening in that household since the camp session. But here is a letter which she wrote us about her camp experience which we believe mirrors the changing attitudes of many of the participants even though they may not be able to actively associate with structured follow-up activities.

March 1971

Dear Rich:

You said you want a short article on what my experience at the camp was. Well, I'll sure try to describe the most wonderful time I had. It might not be much but here goes. When I first heard of this camp I felt it would be a great place to go for the summer since there wasn't anything else to do. When we first received the pamphlet all I looked at was the part of having fun. So I got all excited about it thinking it would be just a place to do your own thing, go swimming, horse back riding, just anything you felt like doing. So on the day of leaving this is all I had in mind.

But the big let down was when we got there, everything was arranged as a school. Wow. I was really mad because of all the thoughts grouped in my mind. Well, the following next two days were gonna take some time to get arranged, so the third night we had a meeting, everyone with their own cabin group. We were all given schedules to be followed. These schedules consisted of many classes to go to at different times. I was never so mad, but in these classes I found I really enjoyed them. I loved to go to my Human Relations class, except sometimes because of everyone being personal, but I finally got used to it. Sure, often you had time to yourself. I found this out later. It wasn't just a place to go to school. But the good part of all, it gave you a great chance to know the people you were gonna live with for the next month. The part I most enjoyed was when Paul was able to give a sermon some nights. This was really a good experience to me. It was really something. There aren't words made to express how I felt toward this.

On the day of leaving it really hurt me bad because it's not easy to give up leaving people behind that you learned to live with. Especially if you live where I do. It consists of only Blacks and Chicanos, and when I had the chance to live with Whites it was a great experience for myself because of this

3/4

reason. There aren't words made up for this camp. It's just a great and wonderful experience for people who feel the way I do.

The most part that hurt was when we had a reunion, because I wasn't permitted to go because of my parents saying no. I've never really found out why, but maybe I will soon. I hope you all had a wonderful time. And I really hope you get the money you need for this camp because a lot of young kids would really enjoy it. It's a great learning experience that you will always remember, because I know I will.

Love,

The following sections detail the follow-up activities and their results.

II. SUMMARY

The study involved the operation of a summer camp for environmental/ecological education using a participative approach to the learning/teaching process (see Progress Report, pp 33-36) and to determine if through the summer experience and some follow-up work during the winter and spring, the attitudes and behaviors of young people toward their environment could be changed.

For purposes of this study, environment and ecology information was defined as man's relationship to the natural world, the man-made world, to other men and to himself. It also involved the relationship of each of the four areas to each other.

The study took place during a nine-month period beginning July 1, 1970 and ending about April 1, 1971. Specifically, it involved a three and one-half week summer camp session in Estes Park, Colorado and a period of follow-up study and support during the months which followed.

The objectives of the study were as follows: (See also Appendix A)

1. To bring young people with a wide variety of ages and backgrounds together to form a working, learning, and living community.

2. To give the participants the responsibility for their own learning, using a geographically and educationally neutral setting.

. To foster with the participants the process of learning by experience.

4. To make the learning relevant as much as possible to all participants.

5. To facilitate the participants' dealing with environmental issues which are, as much as possible, directly relevant to their own personal experiences.

6. To foster the development among the participants of positive attitudes and behaviors toward the environment.

7. To provide the participants with skills and abilities which will enable them to begin to work constructively on maintaining or improving their environment.

8. To develop with participants the attitude that all people have personal and social value and that much of people's behavior is based upon culture norms which may be diverse and all a part of America.

9. To promote the development of creative problem-solving skills among the participants.

10. To promote the development of leadership skills among the participants.

11. To promote self-awareness and personal growth and to provide alternatives for participants to gain more meaning from their own lives.

12. To support and facilitate participant learning in all areas through follow-up efforts by the staff during the months following the camp.

13. To have the staff gain expertise and to document the experience for the future.

14. To develop a program model for others to use in the future.

15. To carry out action-oriented evaluation research in order to measure the outcomes.

A number of methods were used to gather the information and data for this study. All of the methods involved an attempt to determine the extent to which the participants had achieved the objectives and the extent to which the program had met its objectives. Specifically, data and information was collected through the use of questionnaires, interviews with participants and adults in the community with whom the participants live or work, project staff participation and observation at small group sessions during the follow-up period, and through written follow-up reports written by some of the participants.

Based on all of the data and information collected, it is clear that the project itself was successful in meeting its objectives. It is also clear that for the most part those participants who remained with the program for at least three of the three and one-half weeks of the Camp session met a majority of the objectives. As a result of the follow-up work, it is clear that the majority of the full-time participants were able to apply at least a few of the skills and abilities and some of the knowledge to their living and working situation in the community. In some cases, a great deal of what was learned at the camp session was applied by participants in their community.

The Progress Report provides a great deal of detail as to what was done and results achieved during the camp session. This report deals with the follow-up period and the overall study.

III. METHODS

Twin Owls Mountain Camp was an experiment in learning, working, and living together and the effects this had upon the individuals involved. The effects were measured in two ways: the effects upon the individual participant, and the effects the participant had upon his home, school and community. As a pure research project, Twin Owls was not at all typical. Although there was a significant amount of data and information collected about the effects of the experience upon the individuals, and some information about the individuals' effects upon their environment, there was no control group against which our experimental group was compared. Instead, a group of objectives (see Appendix A) were proposed and measurements were made in order to try to determine if the objectives were achieved.

A variety of measuring techniques were used. These included questionnaires, interviews, and written reports by samples of participants. A great deal of the material was gathered by observation of behavior during the Camp period and informal reporting of camper activity and feelings during the follow-up period. Other data was collected from adults in the community, such as probation officers or community youth agency personnel who were working with the participants.

Since the Camp period is very clearly documented in the Progress Report, this report will focus on the period following the Camp session and upon an examination of the achievements made toward the overall objectives of the project.

Three basic methods were used to gather information during the post-camp period. The first and most formal method was the use of a questionnaire mailed to call Camp participants and staff during December 1970. There were three forms used: one for Campers who completed the entire session, one for Campers who terminated their attendance prior to the close of the session, and one for staff members. Copies of the three forms appear in Appendix B.

The second method of data and information gathering during the post-camp period involved informal interviews conducted with the Campers and with adults who work with the Campers in the community, including parents. Not all of the Campers were involved in this interview process, but a fairly random sample was selected representing a cross-section of the participants. Some additional face to face information gathering occurred as a result of small group meetings held in the Denver community.

The third method used to collect information and data was through narrative follow-up reports written by a selected group of Campers. Although the response to this form of collection was not overwhelming, some of those received were very informative and enlightening. A facsimile of the letter requesting narrative reports appears in Appendix C.

As indicated in the Progess Report, there was so little lead time allowed by the late funding that it was impossible to prepare the kind of sophisticated research design which had been intended. It was not possible, for example, to locate and test a control group since all of the project's resources were devoted to recruiting Camp participants and staff. Similarly, so much time and energy was required to get the camp program underway and to sustain it, no time remained to prepare and conduct sophisticated measurement processes during the Camp session. The emphasis was placed instead upon documentation and adequate and accurate reporting of results. The same is true for the follow-up period. Without sophisticated baseline data from either before or during the summer Camp period, no attempt was made to become more sophisticated during the follow-up period. Thus, the results and conclusions are a simple and straightforward reporting of the data and information gathered. The following section is therefore short and to the point.

IV. RESULTS

Because the major emphasis of this research project was the program itself and especially the growth of the individual participants, this report will attempt to complete the documentation of that process. Probably the best and most consistent approach to take in reporting the findings would be to attempt to state the degree to which the proposed objectives were met. The reader should re-read Section III of the Progress Report for that part of the data and information pertaining directly to the Camp experience. Appendix D of this report contains the data and information collected during the follow-up period.

The following briefly summarizes the degree to which the objectives were met.

Objective 1--To bring together young men and women, from a variety of ethnic, social, economic and geographic backgrounds to live, work and learn together.

The achievement of this objective seems complete. Given the nature of the experience and the mix of background described in the Progress Report, the objective would appear to have been met beyond the expectations held for it.

Objective 2--To allow young people, who may have spent little time outside their urban, suburban or rural communities to experience and learn to appreciate the natural environment; and to structure this experience, so that the individual will learn to rely on his own resources without the support of familiar surroundings and people.

This is a fairly complex objective and somewhat difficult to make measurements which will clearly indicate whether it has been met or not. Certainly all of the Campers were placed in a situation where they experienced the natural environment; the nature of the program and its geographic location make this clear. As for their learning to appreciate the natural environment, about the only clear indication was that by the conclusion of the session no one was afraid of the out-of-doors. If appreciation means that they also took care of the outdoor environment, there was enough littering and other such carelessness to indicate that not all of the participants achieved this objective. If appreciation means being able to enjoy the out-of-doors in a natural mountain setting, then a large number of Campers and staff achieved the objective as indicated by many of the small group and individual hikes and overnight campouts which were held. The numbers of people involved and the frequency with which these activities were held increased as the camp experience progressed.

The structure of the experience was such that there was a mixture of the familiar and the unfamiliar. The fact that a large number of people were living together at the camp site provided a familiar circumstance to most. The physical layout of such a camp was also familiar to some. It is clear, however, from the Progress

Report, and from the data and information collected in the follow-up, that much of the Camp situation was totally unfamiliar. The ethnic, economic, and geographic mix of people was certainly unfamiliar to most. The program's educational process, with so much reliance upon individual Camper responsibility, was also very unfamiliar and forced people, at least through groups, to rely on their own resources. A great deal of the follow-up data indicates that a substantial number of people were much better able to rely on their own resources following the Camp experience than they were before the experience began.

Objective 3--To encourage learning through experience.

The nature of the educational process and the absence among the staff of experts or authorities made this a reality. There was, as indicated throughout the Progress Report, and in the data and information from the follow-up, such a rich experience available that the very fact that the Camp existed for as long as it did indicated that people were at least learning to cope. It is also clear that during the session the experience was so rich that it was impossible for everyone to learn nearly as much from it as was available. In fact, the follow-up information indicated that a great deal of learning was still taking place four to six months after the camp session. Clearly, the greatest learning which took place was in terms of Campers learning about themselves. The indicators for this appear over and over in all of the data and information.

Objective 4--To have a relevant learning experience.

The nature of the process and the free individual choices built into it, the mix of people which was described as a mini-Colorado, and the kinds of real community and personal problems which were encountered give every indication that it was indeed a very relevant learning experience. The data and information collected also indicate that the campers and staff saw it as relevant.

Objective 5--To encourage the participants to identify, define, and constructively consider the environmental and ecological issues which are of importance to the participants and their home communities.

As indicated in the Progress Report, only a minimum amount of formal attention was given to this process. However, when one considers that the definition of environment and ecology issues used for this project was man's relationship to the natural world, the man-made world, other men, and himself, and the interrelations between these components to one another, then the whole issue is relevant. If the situation in the immediate environment were the only thing considered, then there were issues enough for several summer camps. If the Camp environment is considered as a laboratory of the greater Colorado environment, then there were issues of important to everyone. Keeping in mind the definition given above, there is overwhelming evidence that the Camp participants all achieved this objective in at least three, if not all four, of the areas under consideration. The overwhelming amount of time and energy was, of course, spent in dealing with the areas of man to man and man to self.

Objective 6--To assist the participants in developing positive attitudes toward the human and natural and man-made environment, and to facilitate the development of skills and abilities which they can use to work constructively on the improvement and maintenance of the environment, including the influencing of others to become involved in this work.

The explanation of achievement of Objective 5 provides much of the explanation for this objective. The evidence collected from the follow-up is that a small number, probably not more than could realistically be expected, have been involved in influencing others to become involved in some aspect of this effort. A number of people have become much more heavily involved personally than prior to the Camp experience.

Objective 7--To help each participant understand that the richness of America is in its diversity, that people may have very different but equally valid ways of living, and that they can learn to work together to their mutual benefit.

Because of the particular mix of people and the nature of the events, this became the area where the most attention was directed. The data and information from the Camp and from the follow-up clearly speaks for itself by indicating that this was considered by the majority of Campers the major area where learning took place. The description of the Camp's activities, especially in the area of problems and cross cultural studies, in the Progress Report indicates how much time and energy were spent with this objective.

Objective 8--To provide an opportunity for participants to develop skills in creative problem-solving strategies, including the ability to accurately identify problems, explore alternative solutions, anticipate consequences, and evaluate results.

The description of the Camp dynamic in the Progress Report clearly indicates that more than enough real problem-solving opportunities were provided. Also indicated is that, in attempting to solve problems, all of the participants were, to one degree or another, forced to become involved. The method of creative problem solving was the approach almost always attempted. Sometimes the emotions were too high to adequately apply the process but on the whole, especially over the long run, this approach was the one most often employed. Through the follow-up group meetings, it was clear that a substantial number of those involved were still using, even in a rather formal way, the creative problem solving approach in trying to work out solutions to their own personal day-to-day problems.

Objective 9--To develop leadership skills through a planned series of real and simulated Camp and life situations and discussion on topics that are relevant to the participants themselves.

The observable achievement of this objective by individual participants seemed to be that for the most part those who came to Camp with leadership experience were the ones who exercised leadership. There were very few exceptions. However, it is very clear from direct observation and from the follow-up data and information that most of the participants who exercised their leadership skills and abilities improved their capability. The kind of leadership emphasized was that in which the leader acts as a facilitator of the process and works to develop the human potential of others. This is a very difficult and complex skill. There were about five participants who indicated, either verbally or by their behavior, that they really understood what this meant. The follow-up evidence is that one or two of these same people have actually begun to apply their skills in this special facilitating leadership in their work in the school or community.

Objective 10--To encourage personal growth through physical activity, skill development, craft studies, and learning experience in creativity and problem solving; to facilitate the discovery of new ways to gain more meaning from their lives; to help each participant understand how others see him by encouraging honesty and trust between participants.

The time and energy spent in attempting to achieve this objective was at least equal to that spent on cross-cultural and ethnic/race issues. In fact, in many instances they occurred simultaneously. The Human Relations groups furnished the vehicle for most of the formal work done in this area. The evidence from the final Camp evaluation and from all of the follow-up activity indicated that the H. R. groups had a profound and meaningful impact on all of the participants. The most consistently high scores on all of the rating scales was in the area of personal growth and in understanding oneself. The achievement of this objective by the program seems almost complete and its achievement by the participants, both during the Camp session and in the follow-up period, was remarkably high.

Objective 11--To reinforce the skills and understanding gained in the Camp setting through follow-up workshops or seminars conducted on a regional basis curing the following winter.

There were a number of small group sessions, averaging about nine participants, and involving about twenty campers, conducted at various times by the Camp Director, Richard Rocchio. Most of the participants at these sessions were middle-class, urban and suburban White Anglo and Jew. Several of the sessions focused on the leadership aspects of the Camp experience. One session in particular focused on problem solving, both in terms of personal problems and problems participants had in projects they were engaged in at school or in the community.

One disappointing aspect of the follow-up period was the failure to have one large total Camp reunion. Although several attempts were made, including renting a facility for a weekend, no total reunion workshop was ever held. The biggest mistake was that the original date for sometime during Christmas vacation was set too late. Too many participants had already made their plans, so it had to be postponed. Afther that it was never again possible to set a date which was compatible or to get the kind of Camper involvement in the planning process which was necessary to insure success.

It was during the short seminars and workshops, usually lasting for about four hours, that a good deal of the informal data and information collection occurred. It was here that several Campers indicated their troubles with adjusting to the "real" world when they got back home. It was here also that, through discussions of the frustrations of attempting to foster changes in the system, the participants involved began to discover what has been observed by Peace Corps Volunteers in a two-year learning process: mainly, that the system is well built and somewhat resilient and it takes time, energy, and a great deal of creativity to make even small changes. It was probably possible to have had an almost endless number of follow-up workshops and seminars and for all of them to have been worthwhile learning experiences for all of the individuals attending.

In addition to the small group sessions described above there were a fairly large number of conferences held with only one or two people, often over the telephone. One of these sessions involved counseling with parents about a school problem they were working on. Besides the work done by the Camp Director, other staff were also involved. Immediately following the Camp session, one staff member spent a great deal of time in informal sessions helping some of the non-Anglo/Jew Campers readjust to their homes and community. Another staff member spent time interviewing probation officers and community youth agency personnel gathering data and in conferences about various individual Campers. Finally, several Campers and staff have maintained individual contact through correspondence during which--besides just "rapping"--a great deal of counseling and problem-solving facilitation have taken place.

Objective 12--To enable the CRE staff to learn and document as much as possible about the summer workshop concept, in order to use that experience and knowledge in setting up an expanded program in succeeding years.

It should be clear by now that this CRE staff member understands very well the summer workshop concept. It should also be clear that there is adequate documentation of the process as well as a great deal of information about content. All of the aforementioned should be useful in the future, if there is ever opportunity to hold another Camp like Twin Owls. The one area where CRE still lacks knowledge and experience is in how to raise money for future programs of this kind. Small amounts are readily available from individual donors as was the case with this year's program. However, given the expense of this kind of program and given that the mix of participants is such that only a few could really afford to pay their own way, outside funding in rather large amounts is crucial. For this coming summer at least, no large amounts of money have been found and consequently there will not be a Twin Owls Mountain Camp for 1971.

Objective 13--To develop a program model for other centers or institutions of education, from which they can plan similar projects.

The process has, it would appear, been spelled out clearly enough, especially in the Progress Report, for others interested or attempting such a project to have a fairly clear map showing the paths to take in getting there. The only thing which isn't clear from all of this, as indicated in the explanation under Objective 12, is how to get the necessary funding.

Objective 14--To conduct action-oriented evaluation research which provides measures of attainment of the above objectives.

As explained fully in the Progress Report and elsewhere in this Final Report, the constraints of time which were imposed by the late funding prevented the kind of sophisticated evaluation research originally proposed. The data and information which have been collected is thorough and reasonably precise, but it is not altogether objective. Further, there was no control group and no thorough pre-treatment measurement, and the post-treatment measurements were based on subjectively comparing the data and information gathered to the stated objectives. Those objectives, however, were used as the primary basis for the data and information collection process. Despite all of these shortcomings, there is a great deal of evidence that the major objectives were met, in some cases beyond the expected levels, and by the majority of the participants involved.

Appendix A

PROGRAM OBJECTIVES

- To bring together young men and women, from a variety of ethnic, social, economic and geographic backgrounds, to live, work, and learn together.
- To allow young people who may have had little time outside of their urban, suburban or rural communities to experience and learn to appreciate the natural environment and to structure this experience so that the individual will learn to rely on his own resources without the support of familiar surroundings and people.
- To encourage learning through experience.
- To have a relevant learning experience.
- To encourage the participants to identify, define, and constructively consider the environmental and ecological issues which are of importance to the participants and their home communities.
- To assist the participants in developing positive attitudes toward the human and natural and man-made environment, and to facilitate the development of skills and abilities which they can use to work constructively on the improvement and maintenance of the environment, including the influencing of others to become involved in this work.
- To help each participant understand that the richness of America is in its diversity, that people may have very different but equally valid ways of living, and that they can learn to live and work together to their mutual benefit.
- To provide an opportunity for the participants to develop skills in creative problem-solving strategies, including the ability to accurately identify problems, explore alternative solutions, anticipate consequences, and evaluate the results.
- To develop leadership skills through a planned series of real and simulated camp and life situations and discussions on topics that are relevant to the participants themselves.
- To encourage personal growth through physical activity, skill development, craft studies and learning experiences in creativity and problem solving; to facilitate the discovery of new ways to gain more meaning from their lives, and to help each participant understand how others see him by encouraging honesty and trust between the participants.

- To reinforce the skills and understanding gained in the camp setting through follow-up workshops or seminars conducted on a regional basis during the following winter.

- To enable the Center staff to learn and document as much as possible about the summer workshop concept, in order to use that experience and knowledge in setting up an expanded program in the succeeding years.

- To develop a program model for other centers or institutions of education, from which they can plan similar projects.

- To conduct action-oriented evaluation research which provide measures of attainment of the above objectives.

Appendix B

FOLLOW-UP QUESTIONNAIRES

The following questionnaires were mailed in December 1970. Questionnaire I went to all campers who completed the camp experience. Questionnaire II was sent to those campers who left early. Questionnaire III was sent to the staff members.

TWIN OWLS MOUNTAIN CAMP

QUESTIONNAIRE I

1. In the four months since you left camp, what camp experience or skill has been most significant for you? Why?

2. In these last four months, what has been the most significant new experience you've had? Why?

3. What projects or activities have you participated in since leaving camp?

4. Have your activities been continuations of projects you were working on before camp or are they completely new? Please be specific.

5. What were the objectives of these projects and what role(s) did you play?

6. Have you felt your efforts have made successful changes in your school, community, church, family or whatever? Why or why not?

7. In the camp evaluation many of you felt that you had learned the importance of communication and some of the skills involved. If this is true for you in particular, please explain which of those skills have been helpful and how (or in what situation) you have used them.

8. Leadership skills were also rated highly in the camper "learning experience." Have you utilized these skills since leaving camp? Please answer this in as much detail as necessary.

9. Do you feel that camp helped you to learn new problem-solving skills? If so, what are those skills and how have you used them since August 19?

10. Would you rate the condition of the environment as a major problem today? If so, in what way.

11. Define Ecology for you.

12. We are planning a follow-up Workshop for December 28 or 29. This is not a reunion (see question #23), but a work session to review skills and projects. With regard to the workshop please answer the following questions.

    a. Would you attend? Yes________ No________

    b. What would you most like or demand the workshop to deal with?

    c. Which of the camp staff should be present?

    d. Is there anyone from your school, community, church, family or whatever who you would like to have come to the workshop?

        1) Name______________________________

        2) Position___________________________

In any of the following please add comments on the back of the paper. Thanks.

13. Since leaving camp, how well do you think you have used your own resources, skills and abilities to deal with problems?

1	2	3	4	5	6	7
Not at all			Some			A great amount

14. Since leaving camp, how well do you think you have lived, worked and learned with people different than yourself?

1	2	3	4	5	6	7
Not at all			Some			A great amount

15. It was assumed that experience would best help you to learn and understand. Since leaving camp how well has the Twin Owls experience helped you to learn and understand?

1	2	3	4	5	6	7
Not at all			Somewhat			Very well

16. It was assumed that camp would offer you new ideas and understandings about the issues and problems of the environment and ecology. Since leaving camp, have you found that you know more about the issues and problems of the environment and with ecology?

1 2 3 4 5 6 7

Nothing at all — Some — A great amount

17. Since leaving camp have you developed a more positive attitude toward the maintenance and improvement of the environment?

1 2 3 4 5 6 7

Absolutely No — Some — A great deal

18. Since leaving camp I have learned new ways to improve and protect the environment.

1 2 3 4 5 6 7

Absolutely No — Some — A great deal

19. Since leaving camp, I have learned more about people from backgrounds different than mine.

1 2 3 4 5 6 7

Absolutely No — Somewhat — A great deal

20. Since leaving camp, how well do you think you have learned and used creative problem-solving skills?

1 2 3 4 5 6 7

Not at all — Somewhat — Very well

21. At camp it was assumed you would learn new leadership skills in many different ways. How well do you think you learned new leadership skills?

1 2 3 4 5 6 7

Not at all — Somewhat — Very well

22. Since leaving camp, how much do you think you've learned about yourself?

1	2	3	4	5	6	7
Nothing			Some			A great deal

23. We think a reunion about December 30 would be good. How does this sound to you?

TWIN OWLS MOUNTAIN CAMP

QUESTIONNAIRE II
(Those Who Left Early)

For one reason or another you left camp before the end of the session. Although you were therefore not present for the entire session, CRE would very much appreciate the Feedback you could give us about the camp, and your experiences since leaving.

1. As you understand it, what were the reasons you left camp early?

2. Since leaving camp, have you had any new feelings or ideas on the decision to leave?

3. When you left camp, was any specific follow-up help promised you? If so, have you received it? If not, do you want any help now? In what?

4. Do you feel the camp experience gave you any new skills or ways of looking at the world? If so, please state them.

5. What have been your activities or projects since leaving camp?

For any of the following questions please add written comments on the back of the paper. Thanks.

6. Since leaving camp, how well do you think you have used your own resources, skills and abilities to deal with problems?

1 2 3 4 5 6 7
Not at all Some A great amount

7. Since leaving camp, how well do you think you have lived, worked and learned with people different than yourself?

1 2 3 4 5 6 7
Not at all Some A great amount

8. It was assumed that experience would best help you to learn and understand. Since leaving camp how well has the Twin Owls experience helped you to learn and understand.

1 2 3 4 5 6 7
Not at all Somewhat Very well

9. It was assumed that camp would offer you new ideas and understandings about the issues and problems of the environment and ecology. Since leaving camp, have you found that you know more about the issues and problems of the environment and with ecology?

1 2 3 4 5 6 7
Nothing at all Some A great amount

10. Since leaving camp have you developed a more positive attitude toward the maintenance and improvement of the environment?

1 2 3 4 5 6 7
Absolutely No Some A great deal

11. Since leaving camp I have learned new ways to improve and protect the environment

1 2 3 4 5 6 7
Absolutely No — Some — A great deal

12. Since leaving camp, I have learned more about people from backgrounds different than mine.

1 2 3 4 5 6 7
Absolutely no — Some — A great deal

13. Since leaving camp, how well do you think you have learned and used creative problem-solving skills?

1 2 3 4 5 6 7
Not at all — Somewhat — Very well

14. At camp it was assumed you would learn new leadership skills in many different ways. How well do you think you learned new leadership skills?

1 2 3 4 5 6 7
Not at all — Somewhat — Very well

15. Since leaving camp, how much do you think you've learned about yourself?

1 2 3 4 5 6 7
Nothing — Some — A great deal

16. We think a reunion about December 30 would be good. How does this sound to you?

TWIN OWLS MOUNTAIN CAMP

QUESTIONNAIRE III (Staff)

1. Generally speaking what are you doing now in the way of a job, study, or special project?

2. What camp experience or skill has been most significant for you since leaving camp?

3. What is the most significant new experience you've had in the last four months?

4. Have you received any Feedback from campers, community people, etc. about the camp since you left? If so, what?

In any of the following, please add comments on the back of the paper. Thanks.

5. Since leaving camp, how well do you think you have used your own resources, skills and abilities to deal with problems?

1 2 3 4 5 6 7

Not at all Some A great amount

6. Since leaving camp, how well do you think you have lived, worked and learned with people different than yourself?

1 2 3 4 5 6 7

Not at all Some A great amount

7. It was assumed that experience would best help you to learn and understand. Since leaving camp how well has the Twin Owls experience helped you to learn and understand?

1 2 3 4 5 6 7

Not at all Somewhat Very well

8. It was assumed that camp would offer you new ideas and understandings about the issues and problems of the environment and ecology. Since leaving camp, have you found that you know more about the issues and problems of the environment and with ecology?

1 2 3 4 5 6 7

Nothing at all Some A great amount

9. Since leaving camp have you developed a more positive attitude toward the maintenance and improvement of the environment?

1 2 3 4 5 6 7

Absolutely No Some A great deal

10. Since leaving camp I have learned new ways to improve and protect the environment

1 2 3 4 5 6 7

Absolutely No Some A great deal

11. Since leaving camp, I have learned more about people from backgrounds different than mine.

1	2	3	4	5	6	7
Absolutely No			Some			A great deal

12. Since leaving camp, how well do you think you have learned and used creative problem-solving skills?

1	2	3	4	5	6	7
Not at all			Somewhat			Very well

13. At camp it was assumed you would learn new leadership skills in many different ways. How well do you think you learned new leadership skills?

1	2	3	4	5	6	7
Not at all			Somewhat			Very well

14. Since leaving camp, how much do you think you've learned about yourself?

1	2	3	4	5	6	7
Nothing			Some			A great deal

15. We are planning a follow-up Workshop for December 28 or 29. This is not a reunion (see question #23), but a work session to review skills and projects. With regard to the workshop please answer the following questions.

a. Would you attend? Yes ________ No ______

b. What would you most like or demand the workshop to deal with?

c. Which of the camp staff should be present?

d. Is there anyone from your school, community, church family or whatever who you would like to have come to the workshop?

1) Name____________________________

2) Position_________________________

16. We think a reunion about December 30 would be good. How does this sound to you?

cre
CENTER FOR RESEARCH AND EDUCATION
P. O. BOX 1768 / ESTES PARK, COLORADO 80517 / TEL. (303) 586-2381

Appendix C

March 3, 1971

We're trying to keep the name of the Twin Owls Mountain Camp alive and in front of the public ... with a view to obtaining funding for a similar camp this summer. We thought it would make interesting reading to publish an article about the camp in our next CRE Newsletter written by one or more of the campers who attended last year.

So I'm asking several of you to write a short article -- no more than 500 words. Depending on space, we may publish one or more full length, or maybe we'll make a montage of excerpts from several. In any event, we'll use your name as author and of course will send you copies.

You may use whatever approach you want: in general about your experience at the camp -- or what you learned there that helped you during this past year, both in school and outside of school -- or what your recent activities have been as a direct result of your attending the camp -- etc.

We're hoping to get the Newsletter to press in the next couple of weeks, so if you want to send us something please try to get it to us soon.

Thanks a lot. I'm looking forward to hearing from you.

Sincerely,

Rich Rocchio

Appendix D

RESULTS OF FOLLOW-UP QUESTIONNAIRES

Questionnaire I

1. IN THE FOUR MONTHS SINCE YOU LEFT CAMP, WHAT CAMP EXPERIENCE OR SKILL HAS BEEN MOST SIGNIFICANT FOR YOU? WHY?

--I have learned to understand all people's problems. I also get along with people better.

--The experience involving the racial trouble and the subsequent instruction I got in black culture is the experience which I have most often valued.

--H.R. groups, and just the basic experience of the camp was helpful because I really became more aware of what's going on in the world and really began to feel that if you just sit around you're not going to do anything to help the problems except make them worse.

--Getting along with other people because I needed that part of the learning because I don't especially care to socialize with different races but my own, but now I do.

--I would say it was becoming exposed to and becoming friends with people of different ethnic backgrounds because living in a lily-white mountain community for most of my life, I knew only whites. Meeting people from other ethnic backgrounds increased my communication with everyone tremendously.

--The H.R., it opened up a whole new philosophy of life. Hardly a day goes by that I'm not reminded of some experience relevant to "what's going on" with the world with people.

--Well, the most helpful thing to me was just being able to talk to other people more freely because I am in the Student Council and we are guides at our school. I also lead people around and tell them important things.

--The skill of being able to lead a group, to express myself and then taking the lead of a group of people who feel the same way, has been very useful. A group of people working for something is better than one, and if you can get the people together, things are great.

--The human relations has been by far the most significant and benificial. It's something that I can use in a one-to-one basis or in groups.

--I've learned not to make snap judgments and when asked and a snap judgment is the only way to respond, I have to say, "I don't know." Up to now I said the ambiguous statement or the "in" thing. Also, I met two people, among all of the other friends I made this year, who have stayed with me. I did learn that I'm very dumb when it comes to what goes on in cities and I shouldn't act like I'm not because I can lead someone the wrong way and I have never had it pointed out before that I really don't know what I was talking about. Hallelujah, it happened!

--The thing that has been most significant is the community relations of meeting frequently people of all colors.

--Lessons on how to respond has been most significant for me because it has helped me to be able to talk to others more freely and to open up.

--The most valuable skill I have used is to listen fully to the other person's viewpoint and to form and organize my facts before I refute any statement.

--Leadership training and getting along with all kinds of people. I'm in student council now and leadership is a very helpful skill. If I can't communicate with all kinds of people, it would be hard to represent the Sophomore Class.

--It has been much easier to make new friends now that I have been able to understand people not only of one race but many.

--I would think that it would be in the H. R. groups. Because when I left for camp I didn't speak to others. But camp showed me that I should talk to everybody and I feel a lot better. Now when I go down to school people always say, "Hi!"

--Truthful communications; it's what America needs.

--Communication: I learned at camp to speak up, and I have used it during class or group discussion.

--I think the most important skill I perfected at camp was that of being able to see through people. I hate to say that, but there are a lot of people with two sides, and they hardly ever show one of these sides. If you can penetrate through that exterior person, you can understand inner feelings of his.

--I think the mixing of other cultures, giving all different points of view from each.

--The skill of dealing effectively with people, gained through the H.R. sessions. Because if I couldn't effectively handle people the few changes around the school I helped make possible wouldn't have happened.

--The Camp's atmosphere of openness, risking, and honesty allowed me to developand organize my head into some kind of cohesive structure of priorities and to express my beliefs better and to communicate, not just talk with people. The entire experience of camp has changed my goals in life and my own life style.

2. IN THESE LAST FOUR MONTHS, WHAT HAD BEEN THE MOST SIGNIFICANT NEW EXPERIENCE YOU'VE HAD? WHY?

--Not very much has happened to me except that I joined Junior Achievement and I am the Vice-President of sales. I also joined the school swimming team.

--The most significant is a seminar on humanities I joined in school which also brings me into contact with a girls from Yugoslavia who has a rather enlightening point of view of the United States.

--Starting H.R. groups in my school because I've begun to understand how different it is to just sit and listen and learn and teaching. It really isn't that difficult, but takes planning and a lot of meeting with the people you are working with.

--Nothing really, just that getting along with people of different races, other than the people from camp, isn't so easy. I guess because they just figure the way I used to.

--A black literature class in school where we learned black history and prejudices in literature about blacks. I learned much about the terrible background of the Negro and how they are still treated bad in many ways.

--The discovery of a whole new life philosophy this has caused by the wilderness in Canada following your camp and the association with new types of people in my immediate school situation.

--The new experience I've just had was to lead 2,800 people in leadership!

--Working on the campaign for Craig Barnes (candidate for U.S. Representative) helped bring me out of my "thing" about being put down. Going door-to-door and talking to people about my feelings about Barnes conditioned me for the best and worst of everything.

--Going back to school and looking forward to being able to use all the skills that I learned at camp.

--When I met one of the camper's parents and grandmother while staying at his house in Denver. I learned a considerable amount about him and found he was wearing a mask. But, this has not changed our relationship as far as I am concerned.

--The Steering Committee (a committee to help our school make improvements in race relations, study and general atmosphere) because this I know puts great responsibility and pleasure of representing all the white and yellow kids in our school.

--At school we had trouble between blacks and whites over integration. Then after the trouble, we had trouble communicating, but sitting down to talk has helped.

--The most significant new experience has been at college. I'm a freshman at Park College in Missouri. It's a small (600 students) liberal arts school. This year 150 black students are on campus. The Black Collegiality (Association of) has unified them.

--I would have to say the race riots at George Washington High School in Denver. For a while I had to think a lot about my prejudices. But I knew that because of the actions of a few, not to judge the whole race. After the riots we had a lot of meetings to try and get things together there. I think one day soon, that school will be where it should be.

--I have gotten together with a group of new friends, while I still have the old ones.

--I was elected class president and had a lot of new responsibilities and new experiences. It means that I've a real good chance to use the skills I learned at camp. I have to solve problems.

--A drug abuse workshop. It is like a continuation of this summer except with one-half adults, so I learned adults are also human.

--Participation in group activities. I have the feeling of being needed.

--I would have to say that it is an emotional problem that my older sister is having. It is, because it is affecting our whole family, especially my mother who has to spend a great deal of time with her, since she is confined at home. She is being treated by a doctor right now, but it is going to take time, as those things do. I spend a lot of time talking to my sister and mother.

--I have found myself closing out other people (am now starting to open up) except for a very few--maybe to try to find myself among too many people and also by judging a few and deciding not to want to know any. I filled in this gap by trying to learn anything I could.

--Just a week ago Wednesday I went to the Denver Metro Student Union which was an attempt to organize the Denver schools student unions into a large bargaining power and this is really beautiful if we can really humanize education!

--In view of my answer to question number one, it's not too surprising that my heaviest experience has been with my relationship with a girl, exploring an honest, all-involving relationship with someone for the first time in my short life.

3. WHAT PROJECTS OR ACTIVITIES HAVE YOU PARTICIPATED IN SINCE LEAVING CAMP?

--Junior Achievement and the school swimming team.

--I led an attempt to reconstruct the seminar to be more effective. (It really did not work because the people involved were not ready to do as much individual work as was required.)

--Human relations groups and student council.

--I went to an education meeting on how to make schools better.

--No organized projects or activities besides a few unimportant school activities.

--I have organized an ecology group. I have contributed to a humanship course. I am now working on forming a philosophy group, running a new underground paper and an H.R. new religious group.

--No answer.

--The Craig Barnes for Congress campaign, various church activities (programs, parties, etc.). The organization of a Black Studies for Black Action at East High. The Ecology club at East High (We're doing stuff with Bikes Now, Audubon Society, Zero Population). I am also continuing my work with the Urban Coalition.

--The principal at my school found out about my experience this summer and gave me an H.R. group. It's run so well that I now have three that meet once a week. I'm earning five hours credit from this. Also, I am an officer in the ecology club and teaching in a religious school.

--I have joined the Future Teachers Association, the Letter Club, Debate Club; I'll be in the Junior play and I joined the Science Club.

--The Task Force, which is like the Steering Committee, but larger.

--I have tried to form a discussion group in our church.

--I am a member of the Student Academic Committee at Park. We try to take care of campus problems. There is a student board that interviews prospective faculty members. We also want to initiate a similar board which would have some "say" in firing of faculty.

--I've participated in Student Council, Metro Denver Urban Coalition, and I'm going to help organize this year's Walk for Hunger. I also helped my mom (who is Denver chairwoman) with U.N.I.C.E.F.

--I wanted to join the Mountain Club at school, but they had so many members already there is no more room. I also practiced once a week for two hours with the Symphony Orchestra. I have a job with the Southwest Youth Center as an artist for the newspaper. I have also gotten involved in a movement to change the school, like putting coke and candy machines in the lunchroom and getting a smoking area and also trying to open the campus during study hall.

--As I said above, I'm a class president and I'm a member of student council. I've helped to change our school's dress code. We are now working on getting our kind of music on the radio speakers.

--I am simply much more active in school.

--Open House, concert choir, which I was in before, IRC (International Relations Club) Vice President.

--I haven't had much time this year, but I did help with the Student Council at the start of the year, since it needed revamping.

--Many since I am a member of the Student Council in school. But, I did these because of duty not desire and therefore not mentionable. One I was enthusiastic about was a Christmas Party for little children from project homes.

--I helped to set up a committee to propose changes in the school library and with a group that is attempting to set up a Student Union at Aurora Central high school. I am setting up a slide shop to give a true example of my school, not the "white wash" that will be shown to the North Central Organization. Through the Biology Club I am putting together a show on Aurora's pollution. I am presently helping set up an Aurora chapter of ZPG. I am in charge of the publicity committee.

--Ecology: Organizing a Biology Club at school and getting things done like educating people to the problem and limiting our own life styles ecologically. A lot more but no space. Education: I've helped to get 30 kids together on education in general and our school library in particular; result, a list of proposals to the library by over 150 kids (8% of the total school) and eventual acceptance of half of them. Also, a Student Union has begun, with goals of getting students together to constructively change our education system. After one week of existing we have aroused many people, converted our Student Lounge from a playground into a lounge, set up a seven hour get-together for kids next Tuesday night, and begun a list of demands to be presented to the Board of Directors for Aurora Schools. We are part of the Denver Metropolitan Union, which is coordinating seven to eight high school unions together. We are working with them for an Education

Alternatives Seminar in March and on a Student Bill of Rights. Both the Aurora Student Union and the Library group were initiated, but not lead by me. My role was about the same as that of our H.R. trainers at camp. Perhaps the word for the role is coordinator.

4. HAVE YOUR ACTIVITIES BEEN CONTINUATIONS OF PROJECTS YOU WERE WORKING ON BEFORE CAMP OR ARE THEY COMPLETELY NEW? PLEASE BE SPECIFIC.

--Those projects were taken up after camp was finished.

--This was completely new. It was not conceived until well after school began.

--Both in the H. R. group that I've started, with the help of friends, we have used things that I did in the H.R. groups at Camp and completely new projects. Some of the new things have been to have foreign students speak to us about their views of America and the people and government. After Christmas we will have some former Peace Corps Volunteers talk to us about their experiences. Later we might have an organization called POINT come and talk to us about drug abuse and their experiences (the members of POINT are ex-addicts and rehabilitated drug users).

--Yes, they are new. They were begun because I want to make schools better.

--No answer.

--All are new except the ecology club which was fermenting in my mind before camp.

--Some of them were continuations of things I was doing before coming to Twin Owls, organized as part of a task force at Hill Junior High School. Most of the problems I met at camp were similar to those at school.

--The Urban Coalition and the church projects are continuations of projects but participation in a political campaign, ecology action and Black Pride are all new.

--They are all totally new.

--They have been continuations except I have joined a church youth group, but in Colby there is not really a new group or project I could join.

--The Task Force is a continuation but the Steering Committee is new.

--Except for the new group, mostly yes. They are the same projects and activities. I do see things in different aspects and have more interest between blacks and whites.

--I had no idea I would become involved with the S.A.L. I had a talk about our camp with the first Black Student Body President at Park College. He recommended me to the leader S.A.C. who acts in the role of our human relations group leader--does not dominate the group.

--I had been working in the Metro Denver Urban Coalition before camp, but organizing the Walk for Hunger and being on the Student Council are new. U.N.I.C.E.F. I worked on years before attending camp.

--They are completely new because before camp I never really cared to get a job or do many activities.

--Most of them are new. It seems that all the people are different. I can understand them better. When they do something I can understand and I don't get mixed up. Now I can help them to try to make them understand something they can't get. I'm a member of Student Council and President of my class. I was running for Student Council before camp, but not President.

--Yes, I am more human in dealing with people, in projects.

--I was in choir last year, am now in it again. IRC, new just started, study different countries. FHA, (Future Homemakers of America) new, do projects for school.

--All my activities have been completely new because I like to take on things as they come. I mean, so many different situations arise each day, it's very hard to plan for these.

--Projects I had been on before camp, I dropped and all later projects are new.

--All the projects are completely new and started within a month ago.

--My ecology work is a continuation of my feelings previous to camp, but the methods used by me in getting things done has been according entirely to what I learned at Camp about a leader's purpose. The education work has been in my mind for quite a while, but camp channeled my energy into constructive, purposeful activity.

5. WHAT WERE THE OBJECTIVES OF THESE PROJECTS AND WHAT ROLE(S) DID YOU PLAY?

--The objective of J.A. was to learn about different businesses. The role I am in is Vice-President of Sales. The role I play in swimming is to learn more about it.

--The objectives: (1) Allow individuals to concentrate study on the areas of their particular interest; (2) to learn more effectively by teaching to others what you have learned yourself; (3) to improve communication among the group. I invented the system and did what I could to relieve the communication barriers.

--The objectives were to (1) Let people see how others different from themselves in background live and help learn some of their experiences (bad and good). I really didn't play a role. I participated in the group and listened and asked questions like everyone else did.

--The role I played was making up new ideas for schools.

--No answer.

--The objectives of the eco-group is bringing man closer to nature's ways. The humanity course for me was a chance at new education policies and a way of trying being human. The collective organic form is to apply the first; the philosophy group will deal with what's on now.

--Human Relations--The objectives were to learn what the environment had to give up and what we could do to keep them in good shape. I played the part of wanting to find a better way of using them in a proper way. Nature Study--The objectives to this was to notice the thing of nature and care for them, and realize what God put them on this earth for.

--Craig Barnes--to get him elected through telephoning, door-to-door canvassing. Church activities--to stir up some excitement in a place that is dying a slow death. I'm president of the youth group and do the organizing for our various projects. Blacks for Black Action--to promote unity within the black student body and in the black community. I'm vice president and decide on meeting dates and more or less run the meetings and community projects (the president and vice president are co-chairmen). Ecology club--aiding in the general improvement of the environment was the main goal, but it has turned into a social club unfortunately. So I just look at the bulletin board and if a project or meeting sounds interesting, I participate.

--Ecology Club--vice president. Promote ecology. Teacher--knowledge of Judaism. H.R. Group--leader. Working with references from the social worker. Getting them to be open and not ashamed of their ideas.

--FFA--to show the procedure of teaching and I'm just a member. C Club--for lettermen, social club, member too. Debate--to teach one to think on his feet and research a project, was on the squad. Jr. Play--to give an experience in drama, don't know yet. Science Club--to do some science projects and show the science world, vice president.

--On the task force the objective is to help the school's atmosphere, study, etc. I played a part of a student. Steering Committee, the objective is to help carry out the plan of the Task Force. I played the part of a representative of all white and yellow students.

--Get involved. Be able to ease others in new situations. In church this, I think is very important.

--Objective of SAC is to take care of student and campers problems which cannot fully be considered by the college's student senate. Next semester I will be responsible to get faculty members to live a week in campus dormitories so as to understand unsatisfactory conditions.

--Student Council--to improve the school in anyway possible. Co-president of representative student voice. Metro Denver Urban Coalition--Right now we're working on ecology education, minority student assistance, employment, fair housing. I was elected to the Board of Governors. Walk for Hunger--A walk to raise money for the less fortunate. I'm on a committee to help organize it.

--My objectives were to change the school in one way previously described in Question 3. I helped to circulate petitions and also petitions against split session.

--In school I'm class president. I'm a Student Council member. For class president I have to make sure that there is about $150 in the treasury. On student council I have to attend all meetings and try to get what the students want and work to get them.

--School paper--print what I think, get news to the kids, be myself, be truthful to myself and others. Main role.

--Choir. I joined because I enjoy singing, one of the leaders. IRC - Interested in different countries, vice-president. FHA-Like to do things like send things to the service men.

--In the case of the Student Council, I worked as mediator between the student body and administration, for more student voice in code-look policies.

--The objectives of the project were to: (1) Cause changes in the school (2) to encourage involvement of the student body. I am a worker in these projects except in the party I mentioned above where I organized one department of the party and helped others with theirs.

--The Library committee set forth prospective changes to the principal and student council (which was found to be not much more than a dance committee). Although first turned down, when once approved at least half of the changes were met. I was one of the people who helped draw up the plans. I am a member of the Student Union.

41

We are presently working on the Student Lounge in order to get recognition as a student organization within the school. Student Council has tried and failed so we are trying to succeed. We will use a slide show, I am one of the photographers who will help show some of the problems and what students, and others can do to help.

--Whew! You don't want much, do you? Anyway, the Biology Club is explicitely planned and outlined for environmental activist work and we have a fair history of actions to our credit. I am president of the club. I do very little work as my people are together on doing things, so they get it together. For instance, we will do a thing this weekend at three major stores in my city to request dramatically for glass milk containers. My role in that is as just another member. Basically I hope to train most of the kids to become leaders and to start their own group.

6. HAVE YOU FELT YOUR EFFORTS HAVE MADE SUCCESSFUL CHANGES IN YOUR SCHOOL, COMMUNITY, CHURCH, FAMILY OR WHATEVER? WHY OR WHY NOT?

--Yes and No. I have leared a lot about people when I was up at camp and it has helped me a lot. But within my family they were not ready for these changes.

--The only outcome of my efforts has been to show other students the sort of action that could be taken to make changes.

--Yes, in a way I feel my efforts have made a successful change in my school. It really brings more people together. At the very first meeting even I didn't know half the people there, but now I do and so does everyone else.

--No, I don't. Because of not being able to get along with black races, I dislike my school--Manual High.

--I feel I've made some changes in my family and some friends by getting them to become more open-minded and less prejudiced.

--No. I am just now getting reorganized from 6 years of apathy. I am also not the greatest leader around.

--Yes, because now I try even harder to make them succeed so that the problems that came up in camp won't come up in my community, school, or any other place.

--Yes. The church is becoming more relevant for the kids. The kids are uniting themselves as black brothers and sisters, besides for the workshop and discussion of God and Religion. BSBA has made some worthwhile projects for the black kids at East to work on instead of just talking about black unity.

--My efforts in school have been very successful in the way that I started with one HR group of ten kids and now have three of 41. In religious school, I am in a very structured program with no slack.

--No, because I am an outsider in my class and in my school except to the members of the Freshman and 8th Classes. My opinions have little noticeable effect and many times I think they are useless but I continue to give them.

--Yes, because the talk outs have helped the students feel if they belong to the school. Of course, there is more to be done, but the school is better now than last year.

--Not really. I have very, very minor roles. It's a goal for myself only.

--The SAC will make some successful changes next year.

--My efforts along with many others have made successful changes at school. For example, more black teachers, more books about black history; I overlap in classes for next semester on some of the things that have resulted with mine and many others' efforts.

--Yes. I feel I have helped some by circulating petitions for changes within the school system.

--I think in some ways yes and others no. In the ways yes, because we did get the dress code changed. But we're having trouble getting people to attend class meetings and have yet to come up with an idea.

--My goals were crushed soon after I returned home. I am going to try, though.

--I don't think I made any changes. My family says I have changed for the worse.

--I think so, because I feel a little more capable of discussion, whereas I am getting a lot better at persuasion which is a very valuable asset.

--Yes, changes but if the student body doesn't care it is not successful as I feel it was not successful in my school.

--Through Biology club we have appeared in the papers several times in several issues which helped to inform the community on present problems. On the library committee we proposed many changes to more humanize education via the library, however, first defeated within a week over half of our suggestions went into effect.

--In my school I feel I have successfully brought the Ecology problem out at least as an issue to a lot of people. Things on ecology (e.g., paper recycling) are more understood and supported by the kids now which is at the heart of the problem. Communication. Also in school I feel I have at least partially begun to coordinate student energy against school and get that together.

7. IN THE CAMP EVALUATION MANY OF YOU FELT THAT YOU HAD LEARNED THE IMPORTANCE OF COMMUNICATION AND SOME OF THE SKILLS INVOLVED. IF THIS IS TRUE FOR YOU IN PARTICULAR, PLEASE EXPLAIN WHICH OF THOSE SKILLS HAVE BEEN HELPFUL AND HOW (OR IN WHAT SITUATION) YOU HAVE USED THEM.

--I have learned to communicate with people by helping them with their problems.

--Being encouraged to speak freely, and often, taught me to speak articulately, which has been of extreme value in every activity.

--I did learn the importance of communication. I was last year (1969) very or fairly shy. Now after the camp experience I feel that I'm a lot less shy and my friends and others have told me so too.

--Meeting new people from other than my own home.

--I have been able to communicate much better not only with persons of ethnic backgrounds different than mine, but with everyone.

--The most important part was an awakening to people. This stimulates my philosophy of a natural man/world and all it employs. The HR training was not extensive enough to put me in an other than "enlightened reason among masses."

--I think this is true. The skill that to me needed to be used was to get along with another person no matter whether they are a different race. The skills that help me was just being able to learn about other people and how they think, also just getting along with different people.

--I've much improved my ability both to talk on a person-to-person level and to a group with no fear of being honest in what I have to say. In other words, I'm more open.

--Right now I have read over all of the skills and find that I have used each of them when talking with unfamiliar people and they have been extremely helpful.

--I believe I had most of these qualities but there was some improvement I'm sure. But I've really not had the chance to use them so I don't know the extent of the improvement.

--I felt free to talk about cultures, clothing, people, racism, etc in school and in other places.

--Response techniques: Proper feedback, opening up, being courteous, getting involved--Ways of opening up a conversation with people.

--I am going to work voluntarily with Model Cities Project, Coalition during January. It is for 3 hours credit as part of Park College's mid-year venture program. I am sure to use skills that I was exposed to last summer.

--Same as question #1.

--I can understand what students, teachers, adults, etc have to say because it is an important skill to develop communication between each other. I have less difficulty trying to understand now than I did before because now at least I give people, like parents or teachers, a chance to speak and I'll listen and at least give it a chance. But before I never used to listen that well, thinking that they didn't understand kids or didn't know exactly what they were talking about.

--It would have to be communication. It was about three days after I had got back from camp. I had to get a check up for football so I went to the Doctor and there was this guy in there. We started to talk and he told me how he'd had to quit school and was working at a gas station. And so I decided I would try to talk him in to going back to school. And when he left I think he was really going back.

--Getting along with people. When stress is hard, I try to help out others.

--Communications is really important for me because I have learned to speak out for what I believe in.

--Unfortunately, I didn't stay the entire duration of camp, because of just that, lack of communication. But I think the most important way to overcome a problem, is to first, recognize your problem, which I think I have.

--Confrontation to teachers and students.

--The skill in forming and keeping an active group has been most valuable. I often used it to keep the committees such as Highline Canal Committee rolling.

--I found at camp that communicating my feelings, beliefs, and ideas, and correctly understanding other people's thoughts is terribly hard. At camp I feel I improved greatly in communicating, but I have far to go. I utilize my skills from camp constantly and in the dozen or so things I am involved in, I show my methods of feedback, questioning of almost everything I have ever assumed to be true. Self-evaluation, acceptance of others and their outlooks on life, and my own personal attempt to be honest, open, and risking with myself to others are all mainly as a result of Camp Twin Owls.

8. LEADERSHIP SKILLS WERE ALSO RATED HIGHLY IN THE CAMPER "LEARNING EXPERIENCE. HAVE YOU UTILIZED THESE SKILLS SINCE LEAVING CAMP? PLEASE ANSWER THIS IN AS MUCH DETAIL AS NECESSARY.

--Yes. By joining J.A. and was elected Vice-President of Sales for my company.

--Although I have arisen to a great number of leadership positions, I question my ability because I am one who leads by shouldering all responsibility myself (leading to over-extension); I have grown intolerant of others and do not delegate responsibility as I should.

--I think that I did learn leadership skills because if I didn't learn some leadership skills I would not be able to function in Student Council, and wouldn't have started the Human Relations groups if I didn't have at least some skills of leadership.

--I do not feel as a leader as yet. I can't explain. I just feel this way.

--For me, leadership skills have not been as important. Before camp I was not a real leader and although I did learn some leadership skills I still didn't become an actual leader.

--Since I had a higher people "hang up" if any leadership skills thrown at me sunk in, I have failed to see how.

--Yes I have, in school activities such as on the executive council in school. In church projects and large speak-outs.

--Yes. I have taken over the leadership in both church and BSRA activities as well as being a teacher's assistant in P.E. (Meaning taking over the class when asked to). And being a member of one of the few active Student Councils in the Denver area.

--Yes I have, my human relations group wouldn't be as successful without them.

--I wasn't at camp during the final phase (last week) and this hadn't begun to be "taught." So I hope to use them next year when I hope to be the president of the student council.

--I and 3 other kids made in our school $200 for East Pakistan and while I was doing the campaign, I felt a difference and while I talked to the students, I felt different. I knew how to do it.

--The discussion group I talked about, did not work out. I'm disappointed. Time was not right. I guess I didn't do it right.

--I haven't led anyone anywhere. But I do give advice when asked.

--In Student Council and even in a class discussion I find it easier to talk and say what I think and also in Student Council I sometimes have to lead discussions.

--I haven't really had a chance to use any leadership skills and haven't even had a chance to develop any that much.

--I think I have in some ways. In meetings it has to be quiet and the people have to respect you while you are speaking. And I think that I found that if they're not quiet that we would not get anything done, and we'll have to meet again. This way I can keep them there and also get them interested.

--I try to get action going when things are dull.

--For choir I have told my friends to try and sing and not mess around so much and now we have a good choir. In some of my classes the kids needed help.

--I tried to be a leader when we were reorganizing the Student Council. I think I succeeded fairly well. Right now, I'm trying to be a leader on the Basketball floor. We have a new coach this year and the guys don't seem to work with him that well. I'm trying to get things clicking.

--I know how to fight for my opinions and to respect others.

--I used leadership skills greatly to help start a Zero Population Growth Chapter in forming committees and in Biology Club to form and keep committees. And in the starting of a Student Union at my high school.

--As Biology Club president I have deliberately refrained from structuring along traditional lines as much as possible. Therefore I gat an awful lot of people together working on their own ideas or ideas they agreed with. I act merely as a coordinator between these groups and as an originator of ideas that they carry out with my help as must another member. In my education work I have been instrumental in getting students to think and even a few precious souls to act on an education system that does not deserve to be flushed down the toilet bowl. In my own inept and bumbling-fumbling way, I have tried to act as I felt I would want a 'leader' to act if I was one of those slowly waking up from their sleep on the schools today in the United States.

9. DO YOU FEEL THAT CAMP HELPED YOU TO LEARN NEW PROBLEM-SOLVING SKILLS? IF SO, WHAT ARE THOSE SKILLS AND HOW HAVE YOU USED THEM SINCE AUGUST 1?

--No answer.

--Those skills have probably been mose useful in solving the personal problem of over-extending myself which required readjustment of my personal habits and better management of my time.

--Yes, I feel that camp helped me learn problem solving skills because in Student Council we're given problems in the school and are supposed to at least try to find solutions to the problems, and we usually do. In planning for H.R. we come up with problems but usually solve them.

--By getting along with others.

--It helped me learn one of the main problem-solving skills which is communication. Other problem-solving skills have been helpful in solving day to day problems.

--Those methods of problem solving have been used several times a day amidst a failing ECO organization such problem solving skills are used to a great extent.

--No.

--Yes. I've always been known to bring a compromise in touchy situations, but being an assistant in a gym class where the blacks stick with blacks, and whites with whites, and where a volleyball game turns into a civil war has heightened this skill.

--I have used all of them. There have been times that I've had problems and opened the notebook and followed them.

--It helped me to not make so many snap decisions which are often wrong. Since camp I have noticed a decline in the number of snap decisions.

--Well, not problem-solving as much as I learn the problems and how people reacted or not reacted and what people did about it or what people did not do about it. You have to know the problem to solve it.

--Sitting down and talking out your problems. I did this quite often with my parents.

--No answer.

--During the riots, I helped solve some of the problems, but of course, we never got to the biggest one: Racism.

--Yes. I do think camp has helped me with problem solving. I use it often when helping my friends with certain problem.

--Yes, to try to come up with a lot of ideas and then see which one works. Also to come up with good ideas. When we would kick people out of meetings they lost all interest, but when we would do as in question they became more interested.

--I go about the problem in an organized way. Thinking about people involved and their feelings.

--Of the problem-solving skills I don't think I could use them much here. Just as an individual.

--Indirectly, yes. After having been home from camp about 2 weeks, I realized there was a lot of time being wasted, because people didn't want to compromise with the other side, one thing which I think is very important. Since August 19 when a seemingly impossible situation has arisen, compromise has worked wonders.

--Again, confrontation with certain teachers, encouraging a more wider point of view of say, history, and discussions with my English teachers.

--I think this needs to be stressed more if a next camp does occur. Yes, the choosing of many alternatives, instead of one, just fair idea or solution to a problem.

--The skills I have applied are (1) experiential learning process, (2) structure of a society. The experiential process was helpful with coordinating groups, with coping with administrative bureacracy, with my own personal realtionships. The Structure of a Society sketch was particularly good for minimum organizing for maximum profit if labor involved.

10. WOULD YOU RATE THE CONDITION OF THE ENVIRONMENT AS A MAJOR PROBLEM TODAY? IF SO, IN WHAT WAY?

--No Answer.

--The environment is indeed a major problem but prospects are brightened by the way many people have taken up the responsibility of cleaning up.

--Yes. The population is getting to be a very big problem in my estimation and I think over-population is the cause of pollution. The pollution is getting to be pretty bad of course, I don't live in a big city, but still, even in Ft. Collins sometimes we get these haze like and it's terrible because we live mostly out in the open. People who are careless and throw trash wherever they choose really bug me, because it just takes a few extra steps or a few more minutes to throw a piece of paper away. Most pollution is because of pure laziness. (I think.)

--Don't understand.

--Yes, because if it isn't cleaned up and kept in a somewhat natural state it will become too polluted to live in. If buildings are built on plants, then the lack of oxygen will make the buildings unfit for living anyway.

--The most important. It has a factor which makes the whole revolution much different than any other thus far.

--Yes. Pollution.

--Yes. The excess of cars along with their fumes, and the excess of people are getting out of hand. Yet scientists insist on advancing technology even further and finding ways of making more people when the government that is paying them isn't providing for those that we have.

--Yes--if not the major. The imbalance due to pollution can completely destroy the ecology triangle.

--Yes. Because I now view it not only as nature's problem, but society's problem (the ecology of the United States is terrible).

--Yes. A lot of ways. Air pollution, water pollution, trash, population pollution, and a lot of other pollution. I say definitely our eco-system better be helped soon.

--Yes. Pollution. A killer. People just don't realize how serious this problem is and this could wipe out millions.

--I was in Missouri for 3 months isolated at Park College--a beautiful old campus--pollution free. Upon returning to Denver for Thanksgiving I was shocked to notice a considerable change in such a brief amount of time. It is the major problem.

--Yes, I would. I went to this conference a couple of weeks ago (for the War on Hunger) and saw this movie 1985. It told what would happen in 15 years if we didn't get busy and do something. The pollution (air, water and land) the population are all very serious topics of concern and should be dealt with now before it's too late.

--Yes. I do in that man is destroying his environment at a tremendous rate. Even though many people are concerned with this problem, there are many more who could care less or are just unable to know where to start. It seems to me that the human mind has a habit of realizing what has been happening when its already too late to do any good.

--Not right now. But if something isn't done now in about ten years we'll really be sorry. We have to start making laws to stop all the pollution and the birth rate. We have to get better congressmen to make the laws. And get everybody involved.

--I wouldn't enjoy myself if I could not cop out and live with nature for a short while.

--Yes, air pollution is poisoning the air, pollution in the water, (rivers, lakes) is poisoning the living things.

--I would say that the environment is the major problem today. Population could be one of the reasons, but it is not entirely the fault. People could learn to live a lot longer with the problem of population, if the factors of greed and hatred were not involved. General happiness is quite an ideal, but it is worth working for.

--Extremely so; people are not aware that there is a problem in our environment.

--Yes, however that is really just treating the outmost sympton instead of the cause. (Population) But in answer to your question, the environment is being killed and in turn is killing us.

--Yes, because first of all it is indicative of many basic fallacies in American life styles. We cannot live like pioneers; we must grow up. Also, this particular problem threatens to become insolvable and thus eliminate any future for my kids, and finally because there are just too many people around. I want fewer people around, like about 1 billion.

11. DEFINE ECOLOGY FOR YOU.

--No answer.

--Ecology is the study of how biological things relate to and affect each other. It is generally taken to mean environment in general, particularly those aspects of it that are endangered or endangering to others.

--Ecology to me is the earth, nature, water, sky, animals and people.

--I can't really explain it because I didn't pay much attention to it--just that it means about the earth and its surroundings.

--The cleaning up and saving of the environment, both natural and man-made (cities).

--Living by nature alongside in the proper ecological nice men should hold somewhat expanded. Living with men as they are products of Earth, therefore, man is part.

--The study of human populations and of their reciprocal relations in terms of physical environment.

--Ecology for me is the study of the environment and the effects that various things, both man-made and natural, have upn it, and the prevention and elimination of things harmful toit.

--My relationship to the environment, about me.

--Ecology is the study of an organism and its relationship with its environment whether an animal or plan to its wilderness setting, man and his community, or man's relation to another man.

--Ecology means man and his environment which means anything related to man in his ecosystem. It means air, water, any matter, gas, or liquid.

--Ecology is everything around us. Our environment. People, air, plants, animals, cars, smog, etc. Everything we come into contact with.

--Ecology is the relationship between all living things and their use or misuse of each other and inanimate materials. The ecological goal is harmony and balance.

--Ecology for me is the caring and doing for the environment and world around me. Knowing what the problems are of ecology and helping to solve them. Ecology is plants, animals, people, water, air, and really anything that surrounds us.

--Ecology to me means the relationship of living and non-living. It means no organism lives alone. The consumers in the environment obviously cannot live alone and the producers are dependent upon decaying consumers for chemical compounds and materials. It is important to understand the meaning of ecology to understand how the world environment is today and what actions of society cause reactions to the environment.

--Ecology for me is to be able to look out and say "On a clear day you can see forever and ever." Also to be able to look at the sky blue waters, not the factory polluted waters. And walk out of my house and take a deep breath and not have to cough.

--Life, nature, trees, grass, beauty.

--Ecology for me is being able to get along and relate with others. If this can be accomplished, I can beat a lot of other problems.

--The ability of man to live side by side with the earth. Buildings which flatter the countryside and the promise to children that grass will still be around for their children.

--Ecology is man's relation to his environment. Hopefully in harmony. Not in the way it is now. For example, man's rape of the land; Gore Range Project, also not to mention man's abuse of the sky air. Take a look at the Rockies from Denver. If you can.

--Ecology is the interaction of different organisms and the mutual depending of these organisms on each other. Ecology is understanding my own role on this planet, it is my interaction and interdepending on my brothers and sisters in the world. Camp taught me that Ecology is more than food chains and cycles of elements. Ecology for me is human relations with humans, nature and myself.

12. WE ARE PLANNING A FOLLOW-UP WORKSHOP FOR DECEMBER 28 or 29. THIS IS NOT A REUNION (SEE QUESTION #23), BUT A WORK SESSION TO REVIEW SKILLS AND PROJECTS. WITH REGARD TO THE WORKSHOP PLEASE ANSWER THE FOLLOWING QUESTIONS.

(a) WOULD YOU ATTEND?

There were 21 responses to this question, and all were in the affirmative.

(b) WHAT WOULD YOU MOST LIKE OR DEMAND THE WORKSHOP TO DEAL WITH?

--Human Relations was a nice subject.

--Re-examination of camp learning in the light of our having been home for awhile.

--Discussion of what everyone has been doing since the closing of camp so others can get new ideas.

--Everything it can.

--How to keep working in problem-solving, and new ways to improve our world.

--H. R. leadership information.

--To learn togetherness and how important it is.

--Honesty in communication, and ecology.

--I would like to see more human relations instituted.

--Leadership and cross-culture.

--New problems that have come up between the time of the camp and now.

--How to solve today's problems--over population, pollution, ghettoes, starvation, etc.

--Relating of post-camp experiences and impact of last August on life style now.

--Leadership, problem solving.

--(1) Define leadership skills and give examples. (2) Open rap sessions.

--To talk about what we've done so far and how to do them better.

--Parent-teen problems; teens views of drugs.

--The problem of communication, first with our peer groups, and secondly with the older establishment.

--Rap sessions. To tell each other of happenings to one self.

--Education and ecology.

--Human relations; city (state) coordination of radical movements. Leadership sessions. How to work on bureaucracy to give us what we want. Race relations, voluntary bussing discussions.

(c) WHICH OF THE CAMP STAFF SHOULD BE PRESENT?

--All of them. Like Paul Acosta, Glenn Towery and the rest.

--Paul Acosta, Ron Hill, Stephen Lenton, Lynn Bussy, Glenn Towery, Peggy, Raymond, Dave, Mary, Ron Carabin.

--Rich Rocchio, Peg Tallburtt, Paul Brubaker, Stephen Lenton, Glenn Towery, Paul Acosta.

--Stephen, Raymond, Ron, Paul, Rich

--All of them, if possible.

--Stephen Lenton.

--I hope Glenn Towery, Paul Acosta, Stephen Lenton, Raymond Scott and Paul Brubaker, David Anderson.

--Rocchio, Towery, Bussey, Acosta, Lenton and Hill (Ronald)

--No preferences, as many as possible.

--Paul Acosta, Stephen Lenton, Rich Rocchio, Peggy, Mary.

--All, everyone.

--Rich Rocchio, All the counselors.

--Every single one of them who participated.

--Mary, Stephen, Peggy, Lynn, Ron Hill

--As many as possible.

--Glenn Towery, Gave Anderson, Richard Rocchio, PegTalburtt, Paul Acosta, and Stephen Lenton.

--Stephen Lenton

--I think it would be nice if they all could attend since most of them seemed quite capable.

--Paul Acosta, and Stephen Lenton.

--Pegg, Flicka, Steffan, Rich, Paul Acosta, Paul Brubaker.

--All of them, plus special topic resource people like, for example, Dr. Wight on Participative Education and alternative ideas in education.

(d) IS THERE ANYONE FROM YOUR SCHOOL, COMMUNITY, CHURCH, FAMILY OR WHATEVER WHO YOU WOULD LIKE TO HAVE COME TO THE WORKSHOP?

Nine responses listed persons and relationships of individuals the campers would like to invite. These included fellow students, teachers, student council sponsor and the principal of a school.

Ten questionnaires were returned without any response to this question.

The negative responses were:

--No.

--No. It wouldn't be fair to us or to them. Here we all have a common experience that might advance us when we start, whereas these people will almost have to start new.

--I know some, but most will be out of town.

--No.

13. SINCE LEAVING CAMP, HOW WELL DO YOU THINK YOU HAVE USED YOUR OWN RESOURCES, SKILLS AND ABILITIES TO DEAL WITH PROBLEMS?

Scale -	1	2	3	4	5	6	7
	Not at all			Some			A great amount
Response	0	1	1	2	6	8	4

Comments:

--There are no activities in San Luis, so not much I could help in.

--I think I used them quite well, especially with human relations.

14. SINCE LEAVING CAMP, HOW WELL DO YOU THINK YOU HAVE LIVED, WORKED AND LEARNED WITH PEOPLE DIFFERENT THAN YOURSELF?

Scale -	1	2	3	4	5	6	7
	Not at all			Some			A great amount
Response	0	1	2	5	6	5	3

Comments:

--There are no different races here, so there are no problems.

--It is not easy for me to live, work, and play with others different from myself because my junior high school is basically white.

--Before I went to camp I always got along with different races.

--I don't come into contact with people of different backgrounds.

--My community is primarily ethnically, socially, economically, and culturally the same. With the different people in that limited range, I think I've done pretty good. But I have not encountered very much opportunity.

15. IT WAS ASSUMED THAT EXPERIENCE WOULD BEST HELP YOU TO LEARN AND UNDERSTAND. SINCE LEAVING CAMP HOW WELL HAS THE TWIN OWLS EXPERIENCE HELPED YOU TO LEARN AND UNDERSTAND?

Scale -	1	2	3	4	5	6	7
	Not at all			Somewhat			Very Well
Response	0	0	0	2	5	5	11

Comments:

--Since there was no race problems here, I learned that there are problems of this kind all over the world, I think it would be great if every body could live in peace.

--I didn't get too much, especially what I wanted, because there were problems that there were no need for.

16. IT WAS ASSUMED THAT CAMP WOULD OFFER YOU NEW IDEAS AND UNDERSTANDINGS ABOUT THE ISSUES AND PROBLEMS OF THE ENVIRONMENT AND ECOLOGY. SINCE LEAVING CAMP, HAVE YOU FOUND THAT YOU KNOW MORE ABOUT THE ISSUES AND PROBLEMS OF THE ENVIRONMENT AND WITH ECOLOGY?

Scale -	1	2	3	4	5	6	7
	Nothing at all			Some			A great amount
Response	0	3	1	4	5	3	6

Comments:

--There are no environmental problems here, no wild life.

--Yes, I have found there is practically nothing I can do.

--I really didn't learn too much about ecology at camp, but at school I learned pretty much about it in Biology and from reading a book on the population problems and environment.

--What I know I have learned from reading, talking and experience outside of camp, although the location of the camp gave me insight to the other side of the pollution issue.

--I came to camp well versed in the various literature on the population-pollution crisis, and I learned little more along that line at camp. But in the social aspects of action in terms of active work and how to best get our beliefs across to a city or school or church government, I learned a great deal.

17. SINCE LEAVING CAMP HAVE YOU DEVELOPED A MORE POSITIVE ATTITUDE TOWARD THE MAINTENANCE AND IMPROVEMENT OF THE ENVIRONMENT?

Scale -	1 Absolutely No	2	3	4 Some	5	6	7 A great deal
Responses	0	0	1	3	4	5	8

Comments:

--There is nothing as an individual that I could do.

--I am more aware of other people being unaware of the environment.

--At school I find myself picking up a tremendous amount of litter other students have left carelessly as if they thought it was their privilege to throw anywhere they choose.

18. SINCE LEAVING CAMP I HAVE LEARNED NEW WAYS TO IMPROVE AND PROTECT THE ENVIRONMENT.

Scale -	1 Absolutely No	2	3	4 Some	5	6	7 A great deal
Responses	0	1	2	[illegible]	5	[illegible]	4

Comments:

--There is nothing as an individual that I could do.

19. SINCE LEAVING CAMP, I HAVE LEARNED MORE ABOUT PEOPLE FROM BACKGROUNDS DIFFERENT THAN MINE.

Scale -	1	2	3	4	5	6	7
	Absolutely No			Somewhat			A great deal
Responses	0	1	2	3	6	4	4

Comments:

--Everybody has the same background as I.

--There is an International Society for foreign students at Park College. Everyone of the members is so wonderful. A couple are now my close friends. I date the President of the club who is from the Dominican Republic. His dad is a brain surgeon and the family now lives in Ohio. He wants to become an international lawyer and return to help his native people.

--My community is primarily ethnically, socially, economically, and culturally the same. With the different people in that limited range, I think I've done pretty good. But I have not encountered very much opportunity.

20. SINCE LEAVING CAMP, HOW WELL DO YOU THINK YOU HAVE LEARNED AND USED CREATIVE PROBLEM-SOLVING SKILLS?

Scale -	1	2	3	4	5	6	7
	Not at all			Somewhat			Very well
Responses	0	0	2	4	7	4	5

Comments:

--No skills that I learned could be put to use here.

--I feel this is the best learning I personally achieved at Camp. Not so much which problems to solve, or why (those I had), but how to tackle it. A concept was learned, an outlook almost a life-style to follow. That I got from camp. As of today, December 18, 121 days since leaving Happy Hollow I am very grateful for having participated in such a fantastic learning experience as Twin Owls was. (This same camper used this same comment to question #21.)

21. AT CAMP IS WAS ASSUMED YOU WOULD LEARN NEW LEADERSHIP SKILLS IN MANY DIFFERENT WAYS. HOW WELL DO YOU THINK YOU LEARNED NEW LEADERSHIP SKILLS?

Scale -	1	2	3	4	5	6	7
	Not at all			Somewhat			Very well
Responses	0	2	3	1	5	6	5

Comments:

--I have had no chance to use my leadership skills.

--That was because (referring to the fact that this camper had marked "7") after I left your camp I went to Camp Pine Crest.

--(Remark referred to in question #20.)

22. SINCE LEAVING CAMP, HOW MUCH DO YOU THINK YOU'VE LEARNED ABOUT YOURSELF?

Scale -	1	2	3	4	5	6	7
	Nothing			Some			A great deal
	0	0	0	1	2	8	11

Comments:

--I didn't learn anything that I didn't know about myself before.

--I feel I understand how people see me and I now can stand back andlook at myself, too.

23. WE THINK A REUNION ABOUT DECEMBER 30 WOULD BE GOOD. HOW DOES THIS SOUND TO YOU?

(The overwhelming response was that a reunion should be held, but as noted earlier when it came to a commitment it was impossible to get a full camp reunion underway because too many people had too many other plans.)

Questionnaire II

1. AS YOU UNDERSTAND IT, WHAT WERE THE REASONS YOU LEFT CAMP EARLY?

--One of the reasons I left camp early was that I was 13, but was acting (mature) more like a 14 or 15 year old would. Rich wanted me at that time to live my life as a 13 year old should and he was right. (Thanks.)

--My dad was in the hospital and because you sent me home.

--Problems at home and some guy called mom and said he wasn't going to support the camp anymore.

--Our Dad was in the hospital, and I had to leave because you sent my brother home.

--My probation officer got word that the camp was not very good for me and my parents were notified and they came and got me.

--As I understand it, the reasons for my leaving camp early were poor attendance sessions that were held, little contribution to the ideas of the camp, poor participation, and my overall attitude towards the camp.

--Because Bob Ham closed it down because he said there was dope in the camp.

2. SINCE LEAVING CAMP, HAVE YOU HAD ANY NEW FEELINGS OR IDEAS ON THE DECISION TO LEAVE?

--The decision on me having to leave early was a good decision because in a way I felt I wasn't doing too much or trying anyway, to keep the camp going. Even though I wished I could have stayed there til it ended, it really did help me find myself and to help me help my black, Chicano, and all my other brothers.

--No

--I wish I would have stayed for the whole month but I really didn't have much to say about it.

--No

--I didn't want to leave and now I regret having to leave even more. I really wish I could have stayed. I think it was a very good program.

--I know now that I wasn't trying hard enough to stay at camp.

--I didn't want to but my old lady made me.

3. WHEN YOU LEFT CAMP, WAS ANY SPECIFIC FOLLOW-UP HELP PROMISED YOU? IF SO, HAVE YOU RECEIVED IT? IF NOT, DO YOU WANT ANY HELP NOW? IN WHAT?

--No, but I would like to know more about black history, Chicano history, and ways to help stop pollution.

--No.

--No, no, no

--Yes, no, no.

--No, I wasn't. I was told that in November of 1970 there would be a reunion. I would like some help. I would like to know what went on after I left.

--No answer.

--No answer.

4. DO YOU FEEL THE CAMP EXPERIENCE GAVE YOU ANY NEW SKILLS OR WAYS OF LOOKING AT THE WORLD? IF SO, PLEASE STATE THEM.

--Yes, because it taught me that no matter what color, race, or religion you are, you should be treated as a human being, a human being that has equal rights as any other human being should.

--No.

--Yes. It really helped a lot. It made me realize what the world was like and that everybody doesn't get along as good as I thought. I understand racial problems better and I can communicate better. I understand people better and I can see their side of things easier.

--Yes How the world is now.

--I feel I can understand people better now. Especially my parents. I can cope with my problems in life better and be more open to other people and not put on a big fake.

--It gave me new ways of looking at the world. I found out that it is hard for people with different backgrounds and opinions to get along without any sort of agitation.

--Yes, I never realized the big gap between the blacks and whites until I went there. I learned a lot about other reactions.

5. WHAT HAVE YOUR ACTIVITIES OR PROJECTS BEEN SINCE LEAVING CAMP?

--(a) To learn more about the situation on solving blacks and Chicano-anti-white people. (b) To help as much as I can in the Denver-Urban Youth Coalition Club.

--Recreational activities, jobs.

--I enjoy meeting people and I've been making a lot of new friends. Its easier for me to make friends now. I don't exactly know what you mean by projects though.

--Recreation, newsboy.

--Not really any that are connected with the camp.

--No answer.

--I've been just plain messing around.

6. SINCE LEAVING CAMP, HOW WELL DO YOU THINK YOU HAVE USED YOUR OWN RESOURCES, SKILLS AND ABILITIES TO DEAL WITH PROBLEMS?

Scale -	1	2	3	4	5	6	7
	Not at all			Some			A great amount
Response	1	0	0	1	4	1	0

Comments:

--I've used these skills and things to understand my parents more and cope with my own personal problems.

7. SINCE LEAVING CAMP, HOW WELL DO YOU THINK YOU HAVE LIVED, WORKED AND LEARNED WITH PEOPLE DIFFERENT THAN YOURSELF?

Scale -	1	2	3	4	5	6	7
	Not at all			Some			A great amount
Response	0	0	2	1	0	4	0

No comments.

8. IT WAS ASSUMED THAT EXPERIENCE WOULD BEST HELP YOU TO LEARN AND UNDERSTAND. SINCE LEAVING CAMP HOW WELL HAS THE TWIN OWLS EXPERIENCE HELPED YOU TO LEARN AND UNDERSTAND.

Scale -	1	2	3	4	5	6	7
	Not at all			Somewhat			Very well
Response	0	0	0	1	1	3	2

Comments:

--It really has helped a great deal. I don't think it did in my studies at school or anything like that, but in my social life at home and at school and elsewhere it helped immensely.

9. IT WAS ASSUMED THAT CAMP WOULD OFFER YOU NEW IDEAS AND UNDERSTANDINGS ABOUT THE ISSUES AND PROBLEMS OF THE ENVIRONMENT AND ECOLOGY. SINCE LEAVING CAMP, HAVE YOU FOUND THAT YOU KNOW MORE ABOUT THE ISSUES AND PROBLEMS OF THE ENVIRONMENT AND WITH ECOLOGY?

Scale -	1	2	3	4	5	6	7
	Nothing at all			Some			A great amount
	0	1	0	2	3	1	0

Comments:

--It has helped some, but not that much. I'm more aware of the problem, but I'm really not doing that much about it.

10. SINCE LEAVING CAMP HAVE YOU DEVELOPED A MORE POSITIVE ATTITUDE TOWARD THE MAINTENANCE AND IMPROVEMENT OF THE ENVIRONMENT?

Scale -	1	2	3	4	5	6	7
	Absolutely No			Some			A great deal
Response	0	0	2	1	2	2	0

No comments.

11. SINCE LEAVING CAMP I HAVE LEARNED NEW WAYS TO IMPROVE AND PROTECT THE ENVIRONMENT.

Scale -	1	2	3	4	5	6	7
	Absolutely No			Some			A great deal
Response	0	0	3	3	0	1	0

No comments.

12. SINCE LEAVING CAMP, I HAVE LEARNED MORE ABOUT PEOPLE FROM BACKGROUNDS DIFFERENT THAN MINE.

Scale -	1	2	3	4	5	6	7
	Absolutely no			Some			A great deal
Response	0	0	0	1	2	2	2

Comments:

--Yes, I have learned more about people from their backgrounds. I think its brought me closer to my friends and helped me to better understand them.

13. SINCE LEAVING CAMP, HOW WELL DO YOU THINK YOU HAVE LEARNED AND USED CREATIVE PROBLEM-SOLVING SKILLS?

Scale -	1	2	3	4	5	6	7
	Not at all			Somewhat			Very well
Response	0	0	0	2	3	1	1

No comments.

14. AT CAMP IT WAS ASSUMED YOU WOULD LEARN NEW LEADERSHIP SKILLS IN MANY DIFFERENT WAYS. HOW WELL DO YOU THINK YOU LEARNED NEW LEADERSHIP SKILLS?

Scale -	1	2	3	4	5	6	7
	Not at all			Somewhat			Very well
Response	0	0	2	1	3	1	1

No comments.

15. SINCE LEAVING CAMP, HOW MUCH DO YOU THINK YOU'VE LEARNED ABOUT YOURSELF?

Scale	1 Nothing	2	3	4 Some	5	6	7 A great deal
Response	0	0	1	1	2	1	2

Comments:

--I really am not sure because I can't figure myself out.

16. WE THINK A REUNION ABOUT DECEMBER 30 WOULD BE GOOD. HOW DOES THIS SOUND TO YOU?

(There were seven answers to this question. One of the seven said he did not want a reunion and the other six said they would like to have a reunion. Of course, as indicated earlier, the reunion was never held.)

Questionnaire III

1. GENERALLY SPEAKING WHAT ARE YOU DOING NOW IN THE WAY OF A JOB, STUDY, OR SPECIAL PROJECT?

--Well, Rich, I've just acquired a job at the Human Resources and Development as a claims assistant, part time. I'm also working with gangs and gangleaders.

--I finished Job Corps and came home. Was teaching at school for a couple of months but didn't dig it. So I worked on a drilling outfit. Then with the railroad, but did not like any of them. Now I'm trying to get a job at the hospital.

--The Assistant Dean for Student Life; structureless position designed for programming creative approaches to student development.

--Just finished job with CSU Extension in Colorado Springs--community work including setting up free university, day care center, birth control center, worked 2 days/week at local free school, and advised drop-out center. Now continuing HR work and new job either teaching or OEO in Richmond.

2. WHAT CAMP EXPERIENCE OR SKILL HAS BEEN MOST SIGNIFICANT FOR YOU SINCE LEAVING CAMP?

--The counseling. Also my resume, as you know, I acquired many lab skills, more of an incentive to learn a greater and more defined understanding of people including myself.

--Getting to know the backgrounds and what other people are really like. Not only on the outside but on the inside.

--(1) Working with Mike Tucker in designing human relations laboratories and implementing them; (2) talking with Rich Rocchio on educational systems, and continuing exchange between Brubaker and Talburtt; (3) mountain climbing and camping.

--Applying learning process model to working situation.

3. WHAT IS THE MOST SIGNIFICANT NEW EXPERIENCE YOU'VE HAD IN THE LAST FOUR MONTHS?

--Working with the gangs helping to keep things together through the community court.

--How to cope and help one in your family that the results might hurt you. But you no best that it will help him in every way. I'm talking about my brother Hank--which I already told you about, Rich.

--(1) Falling in love with a liberated female; (2) assuming my present responsibilities; (3) changing cultures.

--Work at the free school.

4. HAVE YOU RECEIVED ANY FEEDBACK FROM CAMPERS, COMMUNITY PEOPLE, ETC. ABOUT THE CAMP SINCE YOU LEFT? IF SO, WHAT?

--No, not any.

--Yes. Betsy Collins has been keeping in touch with me and she said that she learned a lot from camp and hated to leave. She also said if there was a camp next year she would like to be there. Lynn Bussey and I also have been keeping in touch. Rich, if you see her, tell her hi and lots of love from me. OK? Every one of the townspeople I told about the camp thought it was just wonderful and that they would like to have a program here like that but nothing has been done about it yet.

--Yes. About 7 campers continue to write. They say: Camp was an extraordinary experience emotionally; having learned to be open to ideas and affection made re-entry very difficult; we should have discussed or explored before camp ended the re-entry experience; the camp culture and value structure allowed individuals to experience an alternative but upon return to "home" alienation was increased; follow-up has been abominable; if camp is to be held again then staff selection is of paramount importance; how can we take what we were exposed to at camp and integrate that into a life style (college? if so where? career plans, is high school graduation necessary?)

--Yes. Rich knows it all, I wrote report for him.

5. SINCE LEAVING CAMP, HOW WELL DO YOU THINK YOU HAVE USED YOUR OWN RESOURCES, SKILLS AND ABILITIES TO DEAL WITH PROBLEMS?

Scale -	1 Not at all	2	3	4 Some	5	6	7 A great amount
Response	0	0	0	1	0	1	2

No comments.

6. SINCE LEAVING CAMP, HOW WELL DO YOU THINK YOU HAVE LIVED, WORKED AND LEARNED WITH PEOPLE DIFFERENT THAN YOURSELF?

Scale -	1	2	3	4	5	6	7
	Not at all			Some			A great amount
Response	0	0	0	0	1	2	1

No comments.

7. IT WAS ASSUMED THAT EXPERIENCE WOULD BEST HELP YOU TO LEARN AND UNDERSTAND. SINCE LEAVING CAMP HOW WELL HAS THE TWIN OWLS EXPERIENCE HELPED YOU TO LEARN AND UNDERSTAND?

Scale -	1	2	3	4	5	6	7
	Not at all			Somewhat			Very Well
	0	0	0	0	0	3	1

No comments.

8. IT WAS ASSUMED THAT CAMP WOULD OFFER YOU NEW IDEAS AND UNDERSTANDINGS ABOUT THE ISSUES AND PROBLEMS OF THE ENVIRONMENT AND ECOLOGY. SINCE LEAVING CAMP, HAVE YOU FOUND THAT YOU KNOW MORE ABOUT THE ISSUES AND PROBLEMS OF THE ENVIRONMENT AND WITH ECOLOGY?

Scale -	1	2	3	4	5	6	7
	Nothing at all			Some			A great amount
Response	0	0	0	2	1	1	0

No comments.

9. SINCE LEAVING CAMP HAVE YOU DEVELOPED A MORE POSITIVE ATTITUDE TOWARD THE MAINTENANCE AND IMPROVEMENT OF THE ENVIRONMENT?

Scale -	1	2	3	4	5	6	7
	Absolutely No			Some			A great deal
Response	0	0	0	1	0	3	0

No comments.

10. SINCE LEAVING CAMP I HAVE LEARNED NEW WAYS TO IMPROVE AND PROTECT THE ENVIRONMENT.

Scale –	1 Absolutely No	2	3	4 Some	5	6	7 A great deal
Response	0	1	1	1	1	0	0

No comments.

11. SINCE LEAVING CAMP, I HAVE LEARNED MORE ABOUT PEOPLE FROM BACKGROUNDS DIFFERENT THAN MINE.

Scale –	1 Absolutely No	2	3	4 Some	5	6	7 A great deal
Response	0	0	0	0	0	2	2

No comment.

12. SINCE LEAVING CAMP, HOW WELL DO YOU THINK YOU HAVE LEARNED AND USED CREATIVE PROBLEM SOLVING SKILLS?

Scale –	1 Not at all	2	3	4 Somewhat	5	6	7 Very well
Response	0	0	0	0	1	1	2

No comments.

13. AT CAMP IT WAS ASSUMED YOU WOULD LEARN NEW LEADERSHIP SKILLS IN MANY DIFFERENT WAYS. HOW WELL DO YOU THINK YOU LEARNED NEW LEADERSHIP SKILLS?

Scale –	1 Not at all	2	3	4 Somewhat	5	6	7 Very well
Response	0	0	0	0	1	3	0

No comments.

14. SINCE LEAVING CAMP HOW MUCH DO YOU THINK YOU'VE LEARNED ABOUT YOURSELF?

Scale -	1 Nothing	2	3	4 Some	5	6	7 A great deal
Response	0	0	0	0	0	0	4

No comments.

Replies to Request for Newsletter Article

Dear Rich:

You said you want a short article on what my experience at the camp was. Well I'll sure try to describe the most wonderful time I had. It might not be much but here goes:

When I first heard of this camp I felt it would be a great place to go for the summer since there wasn't anything else to do. When we first received the pamphlet all I looked at was the part of having fun. So I got all excited about it thinking it would be just a place to do your own thing, go swimming, horse back riding, just anything you felt like doing. So on the day of leaving this is all I had in mind.

But the big let down was when we got there, everything was arranged as a school. Wow, I was really mad because of all the thoughts grouped in my mind. Well the following next two days were gonna take some time to get arranged, so the third night we had a meeting, everyone with their own cabin group. We were all given schedules to be followed. These schedules consisted of many classes to go to at different times. I was never so mad, but in these classes I found I really enjoyed them.

I loved to go to my Human Relations class, except sometimes because of everyone being personal, but I finally got used to it. Sure, often you had time to yourself. I found this out later. It wasn't just a place to go to school. But the good part of all, it gave you a great chance to know the people you were gonna live with for the next month. The part I most enjoyed was when Paul was able to give a "sermon" some nights. This was really a good experience to me. It was really something! There aren't words made to express how I felt toward this.

On the day of leaving it really hurt me bad because it's not easy to give up leaving people behind that you learned to live with, especially if you live where I do. It consists of only Blacks and Chicanos, and when I had the chance to live with Whites it was a great experience for myself because of this reason. There aren't words made up for this camp. It's just a great and wonderful experience for people who feel the way I do.

The most part that hurt was when we had a reunion, because I wasn't permitted to go because of my parents saying no. I've never really found out why, but maybe I will soon. I hope you all had a wonderful time. And I really hope you get the money you need for this camp because a lot of young kids would really enjoy it. It's a great learning experience that you will always remember, because I know I will.

s/

MY CAMP EXPERIENCE

The experience that I had at Twin Owls Mountain Camp was a really beautiful one, but it's very hard to put it into words unless you were there and really experienced it. I won't go into great detail what we did at the camp, but I will tell you what I got out of it. The most important things that I learned were: becoming more aware of other people and the world around us, learning not to be afraid to ask when in doubt about something, becoming more involved and really feeling like you'd like to do something good for someone else besides yourself.

The camp was a really great idea, and I learned a lot from the people there. At times we had problems, but I've never been in a group where there weren't any hassles. The camp itself was pretty well organized, considering that it's the first time that it's been done.

I have one complaint to make - I think that if CRE plans to have a camp next year they should be more careful in the people that they choose to attend the camp because some of the people that were there really didn't want to be there. Some of them had a negative attitude toward the camp and in the process got their feelings hurt because the others who wanted to get something done would say, "Come on, why don't you settle down?" Well, how can you expect someone to behave when they don't really want to.

When I got home from camp I had the idea that I was going to change the world and boy, did I learn fast! But I did become elected to the Student Council at our school and start a Human Relations group. This group is doing fairly well. A friend of mine and I with the help of our sponsor, Mrs. ________, had a pretty good response from the kids at our school. We started the group November 3 and it's been going on ever since. Our main goal is to get people together. Most people think of school as being a place where you learn, but I also think of it as being a place where most of the people there are the people you spend the most of your time with during the week. Therefore, I think we ought to get to know each other better.

I not only made a lot of new friends, had a beautiful experience, and learned a lot about myself, but also had a lot of fun!

ED052050

0-0794
PA-24

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROGRESS REPORT

Project No. 0-0794

Grant No. OEG-0-70-5035

TWIN OWLS MOUNTAIN CAMP
A SUMMER WORKSHOP FOR COLORADO YOUNG PEOPLE

Richard Rocchio
Center for Research and Education
P.O. Box 1768
Estes Park, Colorado 80517

November 1970

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SE 012 017

Progress Report
Project No. 0-0794
Grant No. OEG-0-70-5035

TWIN OWLS MOUNTAIN CAMP:
A SUMMER WORKSHOP FOR COLORADO YOUNG PEOPLE

Richard Rocchio
Center for Research and Education
P.O. Box 1768
Estes Park, Colorado 80517

November 1970

The research reported was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TABLE OF CONTENTS

I. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THE REPORTING PERIOD 1

A. Preparation for the Opening of Camp

1. Program Development 1
2. Recruiting Campers 2
3. Recruiting and Hiring Staff 3
4. Logistical Preparation 4

B. Staff Training

1. Personnel Data 6
2. Staff Training Rationale and Objectives 7
3. Staff Training Schedule 14
4. Staff Training Strategies and Events 14
5. Staff Training Results 27

C. Camp Session

1. Participative/Experiential Education, the Camp's Operational Philosophy 33
2. Objectives 36
3. Pre-Assessment 42
4. Camp Schedule
5. Camp Activities - Overview 51
6. Camp Activities - Individual Components
7. Data on Campers 105
8. Staff Operations 106

II. PROBLEMS 109

A. Late Funding 109

B. Program Preparation and Implementation 110

C. Staff Training 110

D. The Camp Session 112
1. Civic Control 112
2. Social Behavior 113
3. In-Service Staff Training 114

III. SIGNIFICANT FINDINGS AND EVENTS

A. Final Evaluation 115

IV. DISSEMINATION ACTIVITIES 131

V. CAPITAL EQUIPMENT ACQUISITIONS 152

VI. DATA COLLECTION 152

VII. OTHER ACTIVITIES 152

VIII. STAFF UTILIZATION 152

- A. Staffing Pattern, Responsibilities, Roles 152
- B. Changes in Personnel 152

IX. FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD 152

- A. Collection of Data on Camper Graduates' Activities 152
- B. Dissemination of Materials to Camper Graduates on Request 153
- C. Staff Involvement in Camper Graduates' Activities on Request 153
- D. Preparation of a Twin Owls Newsletter 153
- E. Working with Community Agencies and other Adults 153
- F. Special Assistance to Certain Campers 153
- G. Follow-up Workshop and Reunion 153
- H. Processing Data and Writing and Final Report 153
- I. A CAMP NEXT YEAR 154

APPENDICES

Appendix A - Brochure
Appendix B - Camper List
Appendix C - Staff Application Form
Appendix D - Advertisement for Staff Applicants
Appendix E - Materials for Staff
Appendix F - Instruction Sheet for Campers
Appendix G - Staff Training Work Breakdown Sheet
Appendix H - Materials for Human Relations Groups
Appendix I - Design of the Training Program
Appendix J - Instructions to the Staff
Appendix K - Cross-Cultural Analysis

I. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THE REPORTING PERIOD

A. Preparation for the Opening of Camp

1. Program Development

Planning for this program began in October 1969. Early work included concept formation, incorporation of the advisory council, information dissemination and community awareness. In February 1970 the Camp Development Director was hired and the project received its first name, the American Youth Camp-Workshop. Work progressed and a great deal of material circulated under that name. In April the present name was adopted--Twin Owls Mountain Camp--being borrowed from a prominent natural landmark in Estes Park.

From the beginning there have been a number of concerns which helped shape its development. The camp session itself had to be different; the need for innovative education was apparent. Innovations in camping have been largely overlooked, but are no less important.

It was hoped that by forming an advisory council of prominent men and women in the fields of education, ecology and environment, youth work, business and politics, and by having them carry out many of the contact and information dissemination functions in addition to regular advisory roles, the principle of multiplication would begin. We felt that multiplication also meant involvement on the part of a broad range of people in Colorado communities and our money raising efforts helped to do this. To date we have raised over $17,000 from various individuals and groups in Colorado. We also turned the majority of the responsibility for indentifying, screening, and selecting campers over to the local school districts and community youth agencies in the state.

The other major consideration was to involve ourselves in on-going Colorado-based education programs. We recognize that operating outside of the system has certain advantages; but if we really wanted long range impact and maximum opportunity for the multiplication principle to operate, we needed to be a part of a much broader effort.

We were asked to provide a summer supplement to the follow-up on the Colorado Education Commissioner's Third Annual Views of Youth Conference. This year's conference centered its attention on the problems of environment. The state also offered curriculum and learning material resources as well as staff consultants.

With the prospect of funding, a number of other activities had to take place prior to the opening of Camp. There was a refining of the Camp theme in order to more clearly explain environment and ecology in terms of man's relationship to the natural world, the man-made world, other men and himself. Because of the cost-sharing nature of the budget and the intention to conduct some kind of follow-up program, certain public relations functions had to take place. A wide variety of appointments were set up with service club people in Denver, at which the Camp and its philosophy were explained and appeals for assistance were made. The uncertainty of the funding took a good deal of the steam out of these efforts, however. A number of people were quite interested, especially in the follow-up, and a few commitments were made.

Tentative arrangements were also made for certain educational Camp activity support. A bibliography was started in the area of Environment and Ecology, but no bulk purchases were made. Equipment such as tape recorders, film projectors, etc. were located and tentatively reserved. Arrangements were made to use the public swimming pool in Estes Park and to rent horses from a local stable. Charles Holtzer, the Colorado Department of Education Consultant for Conservation and Outdoor Recreation, was contacted and agreements reached regarding his consultation with the program during staff training. He would supply the Camp with certain printed material and share with the program a large number of books and other publications in the field of Environment and Ecology. He also agreed to make a presentation to the staff and offered to do the same with the campers if the opportunity were to arrive.

Preparations for staff training were moving ahead. Needs were identified, objectives were set up, strategies were prepared, including the gathering of materials and the creation of a staff training schedule.

2. Recruiting Campers

The initial effort, as explained in the appendix to the proposal, was made to recruit campers from Colorado school districts. This required development of the procedures outlined in the appendix, writing and printing brochures (see Appendix A), and mailing the instructions and brochures to the superintendents of the major school districts in the state. For the most part, this was a futile effort. Partly because of the late funding, it was impossible to earnestly follow up the contacts until it was too late, as many of the schools had dismissed for the summer or were very close to it.

Only five of the school districts actually responded. Denver and Colorado Springs Public School Districts both answered that they would be unable to support the effort this year. Estes Park requested additional information, but they did not recruit any campers. Loveland, where we actually met with the superintendent, and Evergreen both sent campers.

There were eventually a number of young people recruited from the Denver Public Schools as a result of the help given by Earl Reum and Art Bragg. These young people had been on a task force at Hill Junior High School, where they had been working on the problems brought about by the school's court-ordered integration.

Through direct appeals to the students who had participated in the Colorado Commissioner of Education's Views of Youth Conference, a

77

substantial number of them responded favorably. We mailed them each a letter inviting them to attend, spoke to some of their parents and school administrators who had questions, and processed all of the applications ourselves.

Two young ladies from San Luis were recruited through a contact with a VISTA Volunteer serving in the community. She heard about the Camp from a VISTA staff member in OEO Washington. Mrs. Pauline Birky, CRE's Executive Director, personally recruited one young lady from Fort Collins. A young man was recruited from New York City and one from Colby, Kansas as a result of an ad we had placed several months earlier in the New York Times magazine section and the Saturday Review. The parents of these two young men donated money toward the matching funds indicated in the budget under private sector contributions.

For the remainder of the campers, late funding made our thorough procedure impossible. Instead, the Camp's assistant director, who was delegated the primary responsibility for recruitment, was forced to delegate all of his responsibility to heads of public and private social service organizations and private individuals. The problems resultant from their failure to follow the basic guidelines and to understand the objectives of the Camp are dealt with at length in the section on Camp Problems. The final report will contain a systematized analysis of who was recruited by whom and the quality and length of that participation.

The prime questions recruiters were to ask in considering each candidate were: does he have leadership potential, can he read at least the eighth grade level, is he physically and emotionally healthy, does he have the desire to participate in an experience in mutual sharing of cultural backgrounds, and are there specific avenues for him to channel his efforts into upon his completion of the training experience. In certain cases, none of the above criteria was utilized by recruiters.

A full list of campers recruited appears as Appendix B.

3. Recruiting and Hiring Staff

The initial efforts in lining up staff began in April when criteria were established. Application forms (Appendix C) were completed and advertisements were placed in newspapers of the Colorado colleges and universities (Appendix D). An ad was also placed in the New Schools Exchange. There was an overwhelming response to the ads, but nothing could be done because of the uncertainty of funding.

Thus, there followed a very frustrating period for all those concerned. A few interviews were held, but for the most part people were asked to hang on until we knew for sure about the money. Subsequently, a number of very good candidates became unavailable.

During the same period, contact was established with the Clearfield Job Corps Center's Corpsmen Institute for four young men to serve as Camp staff members, while doing their on-the-job training module for preparation as paraprofessionals in recreation, teaching and counseling.

One serious weakness occurred in the applicant pattern in that, except for the Job Corpsmen, there were no black or Mexican American applicants. We anticipated that somewhere near 50% of the campers would be non-white, so it became necessary to seek additional non-white staff applicants. This was accomplished through the minority student job placement office at the University of Colorado. On Friday, one week and two days prior to the start of staff training, interviews were held at the C.U. campus. From the 12 people interviewed, three were selected: two young black men and one Mexican American.

Final contact was made with the one or two other staff applicants who were still hanging on; and on Monday, one week prior to the start of staff training, the staff complement was filled. The materials which had been prepared for the staff (see Appendix E) was then mailed, thus completing this part of the preparation.

4. Logistical Preparation

A substantial number of details which had to be taken care of were forced to wait until the last minute. Negotiations had been informally underway for some time for the H-Bar-G Ranch site, and with the grant award finalization of this process took place. The substantial items to be taken care of were the food service, both at the site and for cook-outs, property upkeep and damage repair, security arrangements, and housing for staff and campers. These arrangements were somewhat complicated by the fact that the site was being occupied by a Peace Corps training program which would not be leaving until two days before the start of staff training.

The entire question of health and medical care was finalized. We agreed that the owner of the H-Bar-G Ranch, Louis Livingston, would act as Nurse, a position he was certified to hold at a camp of this kind. It was agreed that he would render first aid and refer all other cases to the doctor in Estes Park. Agreements were then made with the doctor, and first aid supplies were arranged for. Medical examination forms, ordered from the American Camping Association, had already been distributed to the applicants and recruiters so it appeared that all would go well in this area, and it did.

A campaign among the citizens of Estes Park was begun in an effort to get donations of camping and hiking equipment, but it was necessary to rent almost all of what was needed. Since some of the participants would undoubtedly arrive without proper mountain clothing, arrangements had to be made for purchasing the necessary equipment in Estes Park. Arrangements for laundry service were also made.

The process of transferring office supplies, equipment, and two GSA vehicles from the Peace Corps program to the Camp program was relatively easy and was taken care of with time to spare.

One logistical question remained to be answered--where to pick up the campers on the first day of Camp. A number of places were suggested and we finally settled on the Currigan Convention Center in downtown Denver, the offices of Denver Juvenile Court, and the Boulder County Court House. Arrangements were also made to pick up the two young ladies from San Luis at the Denver bus station and the young man from New York at the airport. The camper from Colby, Kansas was driven to the Camp by his parents.

The final item was the preparation and mailing of the "Instruction Sheet for Campers" (see Appendix F). This included a restatement of the no-automobile policy, suggestions about things to bring, where and when to meet the bus, and a map to the H-Bar-G for those coming by car.

B. Staff Training

1. Personnel Data

Among the biggest challenges was the attempt to develop a skilled staff who work well together and to do it in only seven days. The staff represented a wide variety of social, economic, ethnic, education and experience differences. This report presents two categories of bio-data. Group A is name related; Group B is group data.

A.

NAME	POSITION HIRED FOR	HOME STATE	AGE
Richard Rocchio	Project Director	Colorado	32
Stephen Lenton	Asst. Project Director	California	28
Michael Tucker	Training Development	Colorado	28
Lynn Bussey	Outdoor Recreation	Texas	19
Bartell Broussard	Outdoor Recreation	Colorado	21
Mary Taggart	Nature Study	Colorado	21
Ronald Hill	Arts and Crafts	Colorado	22
Peggy Talburtt	Environment/Ecology	Colorado	22
Paul Brubaker	Group Leader	Illinois	21
Paul Acosta	Group Leader	Colorado	40
Ron Carbin	Group Leader	California	22
David Anderson	Group Leader	Wyoming	21
Raymond Scott	Group Leader	New York	21
Glenn Towery	Group Leader	California	18

B.

Age	18	19	21	22	28	32	40
Number of Staff	1	1	5	3	2	1	1

	Male	Female
Sex Make-Up	11	3

	Black	Mexican American	White Anglo
Ethnic Make-Up	5	1	8

	None	Some	Extensive
Prior Training In This Field	1	11	2

Experience	None	Some	Extensive
1. Camping	9	2	3
2. Training	4	6	4
3. Youth Work	4	6	4

Married Status	Single	Married
	11	3

Education	H.S.	College	BA/BS	MA	Ph.D
	4	5	3	1	1

In addition to the staff already mentioned, there were support and consultant personnel as well.

Name	Position/Function
Beverly Rocchio	Administrative Assistant
Phyllis Perney	Secretary
Louis Livingston	Nurse & Owner of H-Bar-G
Gary Fawver	Consultant-Camping
E. Altick	Consultant-Camp Management
Albert Wight	Consultant-Staff Training

2. Staff Training Rationale and Objectives

Given the great divergence in personnel types and background, the staff training period was seen as critical. The participative/experiential methodology is a difficult one to work with, given experienced staff; so it was felt that if this staff training were carried out in much the same way that was intended for the camp, it would be beneficial. It also seemed extremely important that the group work well together. This would require a group who trusted, communicated and problem-solved well with each other.

Experience in many training programs has identified problems that frequently arise. These can be anticipated and prevented or at least tempered through effective staff training. Some of these problems have been described by Mike Tucker and Richard Rocchio in their staff training at the Puerto Rico Peace Corps Training Center as follows:

(1) Components at War. This problem can be overcome almost automatically if each participant becomes thoroughly versed in the experiential training methodology, which tends to integrate the various components. Group training experiences in inter-component communication can also aid in overcoming this problem by providing the opportunity to anticipate this occurrence and consequences of conflict and working out mechanisms for dealing with difficulties as they arise.

(2) Personal Antagonisms. If these exist, as they usually do to some extent, they can be identified and dealt with intelligently and objectively in an atmosphere of trust and collaboration. Such an atmosphere is much more easily established during a staff training program than within the priorities and pressures of the training program itself. Interpersonal skills and commitment to a problem-solving approach to conflict resolution can be developed during staff training, to prepare for later conflicts that are quite likely to develop under the pressure of the program.

(3) Inadequate Integration of Staff. In multi-cultural training programs, it is essential that the training staff be integrated into an effective working team. Where multi-cultural staffs are involved, staff training can provide opportunities for each participant to become aware of himself as a product of his own culture and to appreciate and work effectively with those from other cultural backgrounds.

(4) Inadequate Understanding of the Training Techniques to be Used. A training staff must participate in many of the same exercises that their trainees will experience if they are to fully understand the learning that takes place in experiential education. Staff training can provide the only opportunity for this experience, which is also important for improving educational skills through experience and practice.

(5) Insufficient Commitment on the Part of the Training Staff to the Training Philosophy and Plan. An important part of staff training is the involvement of the entire staff in the formulation of the training philosophy, the establishment of learning objectives, and the mechanics of program implementation. Such involvement results in a very effective program, one which all members of the staff are committed to because their resources have been fully utilized.

(6) Lack of Systematic Evaluation and Feedback during the Training Program. In most cases training programs do not make adequate provision for on-going evaluation and

feedback to the responsible parties. Discussing and formulating a specific plan for the establishment of behavioral objectives, techniques for the measurement of this achievement, and methods of feeding this information back into the program during staff training will result in effective programs which are measurable and repeatable.

The members of this staff proved to be no exception. Problem number one evolved around the different skills which people had when they came. There were basically two camps in the component war. One consisted of the human relations trainers who simply didn't understand very much about the "academic" subjects, such as environment and ecology or nature study. The other camp consisted of people who didn't understand the human relations training.

The personal antagonisms and inadequate integration of staff were closely related problems. This was resultant from a lack of trust and inability or unwillingness to communicate openly. This set of problems persisted almost all the way through the five weeks and at times really interferred with camp function and problem-solving.

Number Five, Insufficient Commitment... was related closely with the manifestations of the problems in Number One, Components at War. Philosophically everyone was in basic agreement but it was the way people applied the philosophical principles to their work which was at the base of the difficulty. The problem became worse as the Human Relations Laboratory became the central learning unit. At that time those not involved in the H.R. Labs began to really feel left out, and in at least one instance this problem became insoluble.

The purpose of the Staff Training program was to help each staff member achieve:

(1) A thorough understanding of experiential training philosophy and methodology (achieved through experiented learning).

(2) An understanding of the objectives of this project.

(3) An understanding of the role of the trainees and role of the staff in achieving these objectives.

(4) Familiarity with the various learning strategies available for use in the training program.

(5) A sound rationale for selecting learning strategies to achieve given objectives.

(6) Skill in planning and designing interrelated learning experiences following the experiential model, combined into a sequentially designed total training program with one experience building on another and all components perceived as important and interrelated.

(7) Skill in helping the trainees learn how to learn from experience by following the experiential model.

(8) Skill and confidence in conducting the training exercises.

(9) Skill in handling (constructively) trainee confrontation and hostility, conflict, anxiety and frustration, and other problems in the program as learning experiences.

(10) Skill in helping trainees learn how to work together in effective, problem-solving groups.

(11) Skill in developing the training community into a learning community, with active trainee involvement and participation, assuming the responsibility for their own learning, taking advantage of all available resources, in a supportive climate.

(12) Skill in developing open communications, among staff, among trainees, and between staff and trainees, based on trust, common objectives, and genuine concern for the learning development, and growth of each person in the program.

(13) Skill in helping each trainee assess and evaluate his own progress and performance in the program, identify his own needs and objectives (particularly as they relate to specified criterion performance in relation to interim and terminal training objectives), and make active plans to achieve these objectives. Skill in supporting the trainee as he carries out his plans.

(14) Skill in team building, working effectively with other staff members in planning, designing, conducting and evaluating an experiential training program, and in working together to solve problems that develop in training.

These, of course, are general objectives, actually objective areas within which specific objectives were developed and defined by the staff and staff trainer before and during staff training.

More specifically, the training objectives were outlined as follows:

(1) Group Work Instruction and Counseling Skill Development.

By the conclusion of pre-program staff training, each staff member should demonstrate:

- a knowledge of the participative/experiential training methodology;
- an enthusiasm in his or her style of instruction/counseling sufficient to create a high motivation to learn

among trainees;

- the ability to design and conduct participative/experiential exercises within a total participative/experiential training program;
- the ability to plan and conduct development group laboratory training exercises;
- the ability to paraphrase others and to describe behavior based on accurate perceptions and observations; and
- the ability to facilitate and support the learning of trainees through the monitoring of their activities and the assessment and feeding back to them information about their performance.

(2) Camping and Outdoor Recreation Skills.

By the conclusion of the pre-program staff training, each staff member should demonstrate:

- the ability to plan and carry out a Trail Camping experience, including making proper provision of safety, health, hygiene, and sanitation;
- the ability to plan and conduct outdoor recreation activities unique to the camping environment;
- the ability to integrate other kinds of learning (e.g., environment; ecology, human relations, leadership, etc.) into the camping experiences.

(3) Knowledge and Understanding Development

In order to carry out training in the areas of environment/ecology, human relations, cross-cultural interaction, leadership, problem solving and decision making, the staff members should demonstrate the following by the conclusion of staff training:

- A knowledge of the basic concepts, problems and some alternative solutions in the area of environment and ecology as defined by this program;
- A knowledge and understanding of the basic concepts of trainee development in the areas of human relations, cross-cultural interaction, leadership, problem-solving, and decision making;
- A knowledge and understanding of the basic behavioral characteristics and action steps which occur in the trainees' development of and learning about human relations, cross-cultural interaction, etc.

(4) Team Building.

In order for an effective team to develop among the members of a training staff, the members should demonstrate the following by the conclusion of staff training:

- a willingness and ability to get to know and become personally familiar with the other members of the training staff;
- an ability to communicate openly and non-defensively with other members of the training staff;
- an ability to give both support and constructive criticism to other members of the training staff;
- an interest in raising and discussing issues of concern such as problems related to the conduct of training or of working within this program; and
- a willingness and ability to explore methods and procedures for the resolution of personal or group conflicts.

(5) Design and Preparation of Specific Training Programs.

By the completion of the pre-program staff training, the staff members should produce:

- a statement describing the purpose of their particular training program;
- a small set of comprehensive but general objectives, stated in behavioral terms, which the trainees should demonstrate upon the completion of training in order for them to have met the purpose of the training program;
- a plan for the systematic integration of the people and the components of the training program;
- a workable system or plan for measuring the progress of all trainees during the duration of the program;
- a workable plan for incorporating measures of trainee performance into an assessment evaluation model;
- a complete and workable system for implementing the assessment-evaluation model across all training components and among all the staff; one which emphasizes adequate communication among staff and trainees;
- a workable plan or method for implementing individualized training for those who already meet certain of the objectives or who do not meet objectives at program progress check point; and

- a list of staff resources.

(6) The Organization and Structure of CRE, CRE Training, and Individual Training Programs:

By the conclusion of pre-program staff training, each staff member should demonstrate:

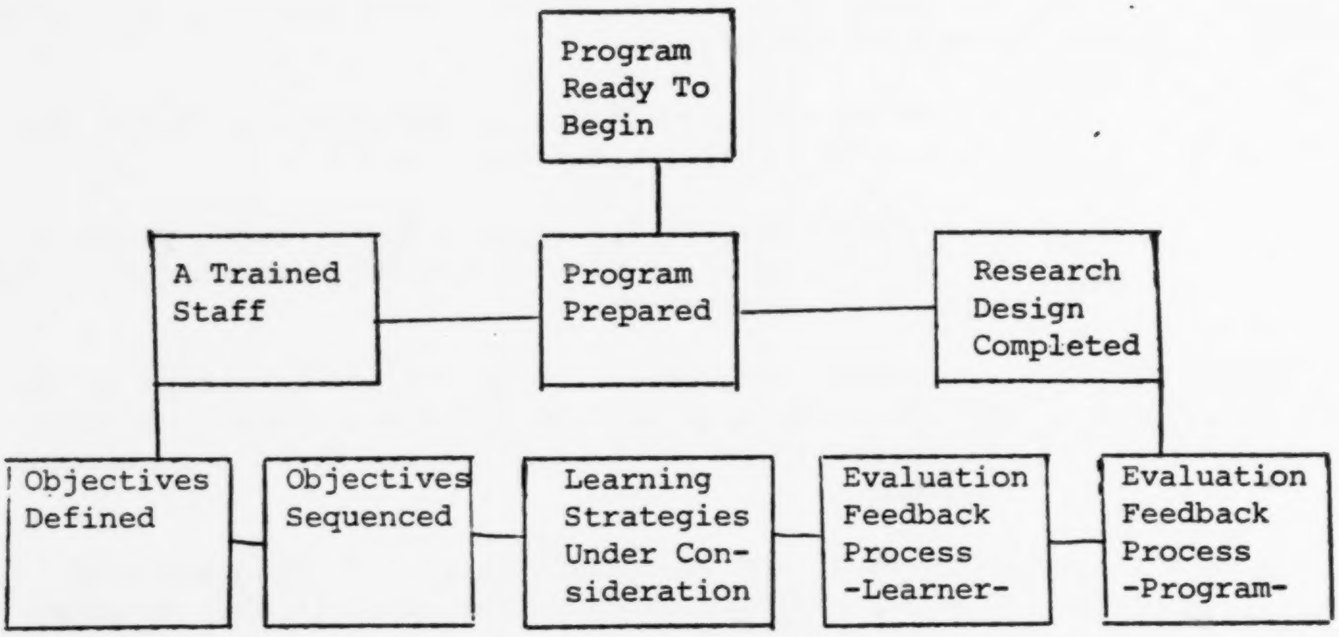
- an understanding of CRE as an organization (e.g., its goals, aims, purpose, methods, etc.);
- an understanding of the general goals, aims, purposes, and methods of CRE training, including something of its historical development;
- an understanding of the roles and relationships of other CRE and camp staff members and their operations, and how these relate to one another and to this particular program;
- a knowledge and understanding of the organizational roles and relationships of the staff in this program;
- a knowledge and understanding of individual job descriptions and roles in this program;
- a knowledge and understanding of individual roles with trainees;
- a working knowledge of the concept of trainee independence with freedom of expression between staff and trainee and trainee and staff;
- the ability to recognize and to deal with the difficulties related to cross-cultural communications, perceptions, and understandings among staff and trainees and between the two groups.

(7) Concluding Commitments.

By the conclusion of pre-program staff training, each staff member should demonstrate:

- a commitment to a set of self-defined goals and training philosophy which is consistent with those for the program as a whole and which will result in the trainee product agreed upon; and
- a thorough knowledge and understanding of the purposes for which the trainees are being trained.

A basic systems analysis was done on the staff training program. The format was a work breakdown matrix with five levels. In this diagram only three levels are shown, and at the third level only the component activities for one level-two activity are illustrated. The complete matrix appears as Appendix G.


Program Ready To Begin
A Trained Staff
Program Prepared
Research Design Completed
Objectives Defined
Objectives Sequenced
Learning Strategies Under Consideration
Evaluation Feedback Process -Learner-
Evaluation Feedback Process -Program-

3. Staff Training Schedule

Two schedule formats are used in this report. The first is a flow diagram of activities (figure 1). The second is a day-to-day schedule of when the activities took place (figure 2). The Roman numbers designate modules. The outline of activities making up each module is shown in figire 1.

As is usually the case in situations as open ended as this one, not everything went off according to schedule. During Module II a great deal more time was spent on content matters and on objectives than on human relations activities. The work for Modules V through IX were crowded into too little time because Module IV, the camp-out was postponed by one day. There was also a great deal of over-lap between Modules VII and VIII. Time was also spent specifically discussing participative/experiential education during these times. Finally, the final staff assessment in Module IX was almost not touched upon, with the result that staff went off to Denver Saturday night (for the Sunday morning camper pick-up) without reaching any real closure on the week's work...a rather unfortunate circumstance.

4. Staff Training Strategies and Events.

The attempt here is to briefly summarize the events and activities which took place during the period of time beginning in the afternoon on Sunday, July 19, and continuing until the afternoon on Saturday, July 25.

This section will be presented in chronological order including a short description of the activity and comments about how it worked.

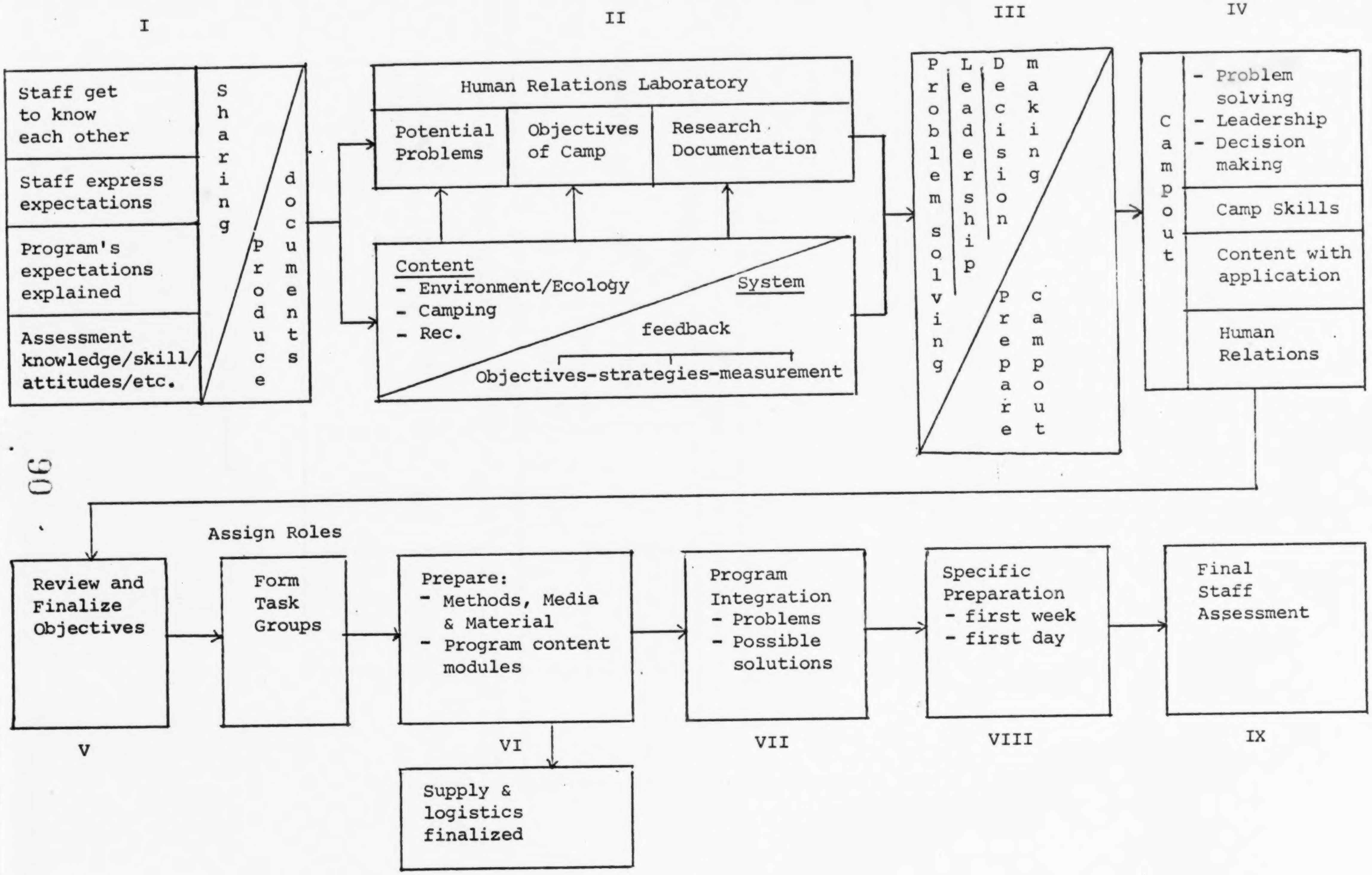

I
Staff get to know each other
Staff express expectations
Program's expectations explained
Assessment knowledge/skill/attitudes/etc.
Sharing
Produce documents
II
Human Relations Laboratory
Potential Problems
Objectives of Camp
Research Documentation
Content
- Environment/Ecology
- Camping
- Rec.
System
feedback
Objectives-strategies-measurement
III
Problem solving
Leadership
Decision making
Prepare campout
IV
Campout
- Problem solving
- Leadership
- Decision making
Camp Skills
Content with application
Human Relations
Assign Roles
Review and Finalize Objectives
V
Form Task Groups
Prepare:
- Methods, Media & Material
- Program content modules
VI
Supply & logistics finalized
Program Integration
- Problems
- Possible solutions
VII
Specific Preparation
- first week
- first day
VIII
Final Staff Assessment
IX

Figure 1

	July 19 Sunday	July 20 Monday	July 21 Tuesday	July 22 Wednesday	July 23 Thursday	July 24 Friday	July 25 Saturday
8:00 a.m.	BREAKFAST						
9:00		II	II	III	IV	VI VII	VIII
12:00 p.m.	LUNCH						
1:00 2:00	LUNCH	Chuck Holtzer, C.D.E. Consultant EEE II	II	III IV	IV V	VII	VIII IX
6:00 p.m.	DINNER						
7:30	II	II	II	IV	VI	Informal Gathering with Estes Park citizens	

Figure 2.

During staff training the Project Director, Richard Rocchio, was also the staff trainer.

Sunday - July 19.

Morning: Staff arrived at the H-Bar-G Ranch, moved into their rooms and generally made ready to begin the staff training session.

Afternoon: The session began with an alter-ego exercise in pairs. The pairs then formed quartets to complete the alter-ego exercise and shared expectations with each other. The quartets then broke and formed into sextets where they raised questions based on the expectations. The final exercise in this session was a total staff fish-bowl where project director, assistant director, owner of the ranch and the training design coordinator sat in the middle of the total group and answered the questioned raised by the sextets. The overview of the staff training schedule was also presented at this time. This session went reasonably well; people met each other and the questions that were uppermost in people's minds were aired. And that is what was intended.

Evening: The total staff reassembled for a "rap" session. During this session a great number of anxieties came out with the questions of Black and White being the major part of it. Staff relations with campers were also covered. In this context questions about violence and non-violence, counselling and education were raised. The session ended with lots of questions and anxieties still on the table; resolutions and answers would be difficult to find. In this session the Blacks pretty much dominated the discussion while there were a couple of staff who did not speak at all and later mentioned they were both confused and somewhat intimidated.

At the close of this session the staff training objectives and a copy of the proposal were distributed to each staff member with the request that they read both and be ready to discuss them at the meeting the next day.

Monday - July 20.

Morning: The session began a little late because people requested more time to read the materials handed out the night before. When the discussion began, the directions to the group were to adopt a set of objectives for themselves based on the material they had read. The discussion was confusing and wandered off the topic a great deal. The major confusion seemed to be that some people were working toward objectives for staff training while others were working toward objectives for the camp itself. Finally after the project director began to take an unwanted discussion leader role, the group began to focus in on a set of objectives for staff training. The result was a set of very general goals, reflecting a much more open-ended view of the objectives which had been prepared. All in all this session was difficult, with group process being very poor, dealing more in competition than cooperation and confusion rather than clarification. Part of the problem was that several very vocal people apparently had not even read the materials, so as they became involved in the discussion there was no way for it to be clearly on target.

Afternoon: The project director presented the directions for the next session. The content for the session was environment and ecology, while the process was to solve a problem using various group discussion techniques.

a) After dividing into two groups, each group was to list as many problems or problem areas that they could within the four categories of man's relationship to: the natural world, the man-made world, and himself. Brainstorming techniques were to be employed in making this list. When finished they reassembled to share their results. Two groups worked quite differently with one making an extensive list of specific problems while the other worked on problem areas, defining them and giving a few examples.

b) The next step was for the groups to take their original lists and focus in on problem areas with which they were personally familiar and to describe as many dimensions of the problems as possible. The groups again reassembled and shared their results; and as before, one group had made a list of specifics while the other group had dealt with generalizations. The first group directed its focus on man's relations to the man-made world while the other group directed its focus on man's relationship to other men.

c) The next step was for the small groups to use a force field analysis technique to select one particular problem to work on. The forces for and against were based upon whether or not the problem could in fact be dealt with by the group if it had an opportunity to do so. The two groups later reassembled to share their results. This time the groups appeared to have switched approach. The group which had given specific answers before now picked the problem of over-crowded freeways, while the other group began to focus upon a job placement service in the model cities area of Denver.

Evening: The two groups were asked to prepare a list of alternative solutions to the problem they had picked, to use a rank ordering technique to select the most appropriate alternative, and to develop a strategy for carrying it out, including defining criteria for the actions. The group which worked on the freeway problem completed the entire set of tasks; the group working on the model cities project did not.

Near the close of the session each group's members completed the Group Process Questionnaire (see Appendix H), processed the data, and discussed it. They also read the handout, "Here and Now vs. There and Then" (see Appendix H). Although the groups were quite nice to each other in their data on the questionnaire, the discussions showed that in terms of group process/human relations neither of the groups had done very well.

Tuesday - July 21.

Morning: The small groups continued to work on the strategies for their alternatives. The group which had been working on the freeway question chose another one, which was jobs for minority and the whole question of credentials. The other group continued their work on job placement in Model Cities. The group working on minority jobs facilitated their discussion of strategies through the use of role plays. The Model City problem group actually worked out a strategy for attacking its problem and even half-seriously discussed trying it out.

The two groups completed another group process questionnaire and discussed the data. The results were better and so was the discussion.

The two groups reassembled briefly before lunch and shared their results. There wasn't much time for discussion and the experience was not reviewed or critiqued as it probably should have been. This would have been a good opportunity to present the learning model they had been working with during the previous full day. (Wight, A.R. "Participative Education and the Inevitable Revolution", 1970, pp. 21-24.) It would have been if the staff trainer had led a discussion of group process in order to make those concepts and principles more concrete.

Afternoon: The entire group met together and listened to a presentation by two consultants on camping, Gary Fawver and Ernie Altick. It turned out to be a lecture and quite inconsistent with the learning model adopted for this program. Although the information was worthwhile, several people had trouble staying awake.

Two categories were covered: 1) The skills and materials of trail hiking and camping. Such things as first aid, sanitation, cooking, shelter building, and use of equipment were presented. 2) How to be a staff member and use hiking and camping for human relations.

One interesting result of the presentation was that a couple of the staff who had never been camping before really began to show their anxieties. One, in particular, was quite worried about it. Another interesting result was that because several people had never been camping before or at least never as a staff member, they really didn't get much out of the presentation and agreed that Gary should come back when we had completed the experience to discuss it all again at that time. The points for experiential learning were never made better.

The next session was a discussion about basic first aid and the role of Lou Livingston as the nurse in this program. Areas covered were the three life saving steps of: stop the bleeding, check for breathing, and treat for shock. Some preventative steps were also outlined and discussions held about treating common hiking injuries. It was also mentioned that we would rely heavily on the local doctor for medical attention but that Lou would be the one to make all referrals.

In the time that remained we discussed the systems approach to education using staff training as the example. Also discussed was the fact that the program was funded by a research grant from U.S.O.E. and how a systems approach would help in meeting the O.E. Bureau of Research expectations. We agreed it would be difficult to do all things outlined, especially since so many of the staff lacked skills in more essential areas. At the close of this session the paper "Design of a Training Program" (Appendix I) was distributed for reading and future reference.

The afternoon closed with a presentation of the cabin assignments for counselors and a discussion of possible camp routine including time and laundry schedules. Dining hall capacity is 75 so large groups must eat in shifts.

Evening: There were no assigned sessions this evening but several staff began thinking about and working on their training component responsibility. The project director and training design coordinator along with a few others spent some time developing the "Free University" presentation for the next morning.

Wednesday - July 22.

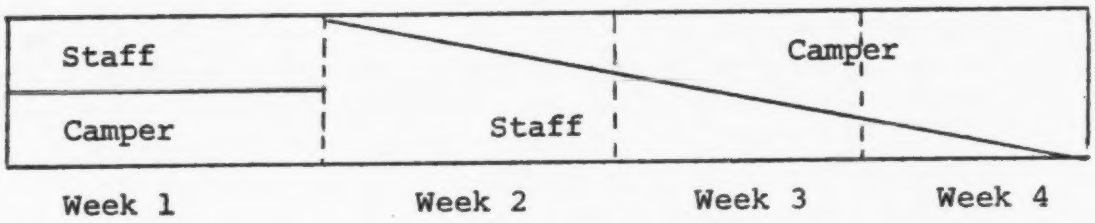
Morning: Mike Tucker, the training design coordinator, presented the concept of the "Free University" for the program. At the same time he pointed out some of the potential problems associated with this concept. It was discussed and agreed that the camp could not open with a "Free University" because of the need to expose the campers to the basic program components and have them share in a common set of learning experiences prior to their beginning with the "Free University."

One of the most difficult areas in this kind of program is the role of the staff. We did not discuss this at great length, but instead presented a concept for staff which is diagrammed below:

Authoritarian:	Very involved, directive, decision maker
Facilitator:	Involved, supportive, resource
Laissez-Faire:	Not involved, passive, helpful

In this scheme the staff member moves through the program assuming any one of the three roles. The two easiest roles are Authoritarian and Laissez-Faire, while being a Facilitator is actually quite difficult. In trying to be a facilitator, staff members often assume the other roles in their attempts to facilitate. Ideally one should try to measure his behavior in terms of one of these three dimensions and then move up, down, or continue ahead as necessary in order to keep the role of facilitator alive.

The other basic concept is one of staff role as it relates to the program design and operation. The diagram below should help illustrate this point.



During Week 1 the role of staff is to prepare the experiences, fix the schedule, and encourage involvement in the program which is designed for that week to present initial common experiences to each camper. Starting with Week 2 and continuing through the end, the programming role of staff becomes less and less important while for the camper it should become increasingly more important. The diagonal line represents the shape of the change just described.

The other area of the discussion which related very specifically to the "Free University" was the potential problem of logistics and scheduling, especially since as someone said, we don't have a computer. It was agreed that the idea was certainly good enough that it should be attempted despite the logistics involved; besides by Week 2 Campers should have started to become involved in this process so we would have some help.

The next step was to assign responsibility to people for preparation, some guidelines, and get to work. Responsibility was assigned according to the positions for which people were hired. The work on designing the Human Relations Class was turned over to the group leaders; Stephen Lenton and Mike Tucker assumed the leadership here. Rich Rocchio was to act as a consultant to the remainder. The ground rules were to follow the systems approach and to begin by stating the objectives, followed by a description of strategy, with inclusion of methods, media and materials. They were asked to be ready to present their plans to the entire group on Thursday afternoon and to have a list of media and materials ready at that time as well.

The remainder of the morning was spent working in groups or individually on this assignment.

Afternoon: The group, in a most unorganized manner, made final preparation for leaving on their camping trip. Just dividing up the rented packs and their contents was a one-hour job. Although Bartel Broussard and Lynn Bussey had been assigned the responsibility to facilitate the preparation, they found it impossible. Everyone wanted to be in charge and no one was willing to be helped or directed.

The group got underway in a light rain and then proceeded to break most of the hiking rules they were supposed to be practicing, especially the one about keeping the group together. Upon arriving at the camp site, everyone proceeded to do their own thing. Fortunately everyone picked something a little different to do so that when the food arrived some people were ready to start cooking. After three-quarters of the spaghetti sauce was lost, when someone grabbed the hot pan and spilled the contents into the fire, dinner was consumed. Three people then cleaned up for everybody and by dark the tasks were completed.

Evening: During the camp fire that night, members of the group began telling ghost stories. They were accompanied by coyotes howling in the distance. Two campers also played a practical joke on one of the others by pretending they were bears when the one had gone to the "bathroom". The combination of these events created a very nasty and emotional incident when the one who had been scared said that he would be sleeping with his knife ready and if disturbed would "cut somebody." This frightened several others and a very emotional and heated exchange took place. After things simmered down the group began singing and it continued until early in the morning.

Thursday - July 23.

Morning: Breakfast was prepared with the same abandon as dinner the night before and dishes were done by the same two people plus one. Everyone pitched in to help break camp and clean up the site. The group did remarkably well in returning the site to the condition it had been in before. The hike home was done differently than the one the afternoon before. The group tacitly agreed to split into three smaller groups, each one setting their own pace instead of trying to keep the entire group together.

All of the groups arrived at the ranch tired and dirty about an hour before lunch. People cleaned up and rested. It had been an interesting and emotional experience and it was apparent that some work would have to be done if some of the splits which occurred among the staff were to be closed.

Afternoon: As agreed earlier, Gary Fawver, the camping/counseling consultant, returned for the debriefing and critique of the camping trip. The agenda for the critique was the outline of his original presentation. This time it went much better since people could now fully understand what was being discussed. In discussing each of the points of hiking, camping and use of equipment, the role of the counselor was also discussed. On this point there were a number of really good questions based on the experience all of them had just been through, especially when they realized that the behavior exhibited was very much like that which could be expected from the campers.

Gary Fawver was especially valuable because of his experience in working with juvenile offenders, a group much more difficult to deal with than those we were expecting at Twin Owls. In terms of the experiential learning model, this critique session was an excellent example of the steps described in the diagram on experiential learning (Wight, 1970) as conceptualization, elaboration, generalization, etc.

About three-fourths of the way through the critique, the group began to deal with some emotion the incident which occurred during the campfire. It was a healthy session in that almost everyone in the group was still holding feelings about what had happened and they all seemed willing to share them. The real problem was, as it always is when one deals with something which occurred several hours earlier, that there was no way to resolve the issue. We were really only able to place the issue squarly on the table, to agree that there was still a problem of a lack of trust among us, and that it was something we were all going to have to continue to be aware of and to work on.

Interestingly, this particular problem, which had a cultural difference at its base, was not seen as a racial problem but more a problem between people and their backgrounds, both in terms of cause and effect: Those who had been in the woods and camping before as opposed to those who had not; the ways in which people chose to deal with it and the effects those courses of action had on others.

Following the critique, the entire group took about an hour break and then reassembled in the dining hall for a presentation of the various plans people had worked up for their own components. The group was very polite to each other through two presentations, but they were also bored. Halfway through the third presentation, the issue was raised about how bored everyone seemed to be. This was taken personally by the individual giving his report and she got up and walked out. After a short stunned silence, we discussed what had just happened, but were unable to resolve it except that we were sorry she had taken it personally and that it was just one more problem we were going to have to be aware of and try to work with. Thinking it was resolved, we moved on to a general discussion of camp routines, not attempting to complete the individual presentations. Just before dinner there was another emotional outburst from one staff member who felt we were all quite inhuman because we had not gone to get the young lady who had walked out. People at this point seemed emotionally spent and rather than even trying to deal with the new crisis, the meeting broke up.

Evening: Individuals worked on preparing their own components for the first week. The Human Relations group had lots to do but were just not ready to get down to work so one member began to pull together a comprehensive list of objectives and methods. The people spent about two hours on this and then drifted away from it. It had been a very long, exhausting day and everyone was going to have to get up early the next day.

Friday - July 24.

Morning: The entire staff went on a horseback ride for breakfast. This was one of the highlights of the staff training period. A number of people had never been on horseback before and for them it was particulary good. Everyone had fun and had an activity which didn't require that "the group" be that much a part of it. It also helped, to some degree, to pull the group together because there were a number of other people on the ride with us, and during breakfast our group had a chance to be together without the "camp" and "staff" being a part of it.

Upon the return to the ranch, the individual work on components continued. This session went much better. For the most part people really worked hard, especially as compared to similar sessions of this kind earlier in the week. In the Human Relations group they practiced several of the exercises they were going to be using, discussed their roles and agreed that Mike Tucker would work up the schedule for the Human Relations sessions.

Those working on other components met with Rich Rocchio to discuss again the "systems" approach and for the first time, actually went through the scheme of the experiential learning model. It was apparent that there was a wide variety of levels of understanding of the model. It was equally apparent that the model should have been discussed several times before if we really expected everyone to have some understanding of it.

In general it seemed that with the task nature of the session and what was accomplished it was one of the more productive sessions of the week, at least from the point of view of the participants.

Afternoon: After a somewhat late start the majority of the afternoon was spent in the total group discussing how to set up a schedule for the first week, especially the first few days. It was agreed that Rich Rocchio and any others who wished would work out the basic schedules. Stephen Lenton would work out the assignment of campers to the Human Relations group and then work on the basic schedule for camper assignments. Stephen had already been working on assigning campers to the dorms and this list would be ready when the campers arrived on Sunday.

Other things discussed were largely logistics matters such as foot lists for the hikes, rooms and facilities for various classes, materials which needed to be made ready. Constraints were reviewed, such as the limits on spending which had to be imposed and in what categories; the fact that not many materials had been purchased or rented, other than major items like camping equipment; and what to do about campers who didn't have much spending money as compared to those who did--with the "given" that the machines which dispenses cokes, candy and cigarettes would be left where they were. Resolutions for these issues were not arrived at, but only put on the table for discussion, consideration and future action. The session ended while people began to make preparations for moving from the main lodge to their assigned cabins.

Evening: It had been agreed prior to the start of staff training that a number of key citizens from Estes Park would be invited to an open house for refreshments and discussions about the camp. Those invited were people of some influence in the community and the people who lived next to the H-Bar-G Ranch. We were not sure how the community would take our being there for four weeks and wanted to give as many people as possible a chance to see and hear for themselves what we planned to do.

Although it was supposed to be an informal gathering, it turned out to be a rather formal affair because of awkwardness felt by the staff and apparently the community members as well. There were approximately 20 people from the community who attended. After casual introductions in the recreation room, all moved into the dining hall where while sitting in a circle, Rich Rocchio presented the purposes and intended methods for the camp. This was followed by a question and answer period.

It is not clear how the community members felt when they left, but many of the staff felt more uncomfortable at the end than they had at the beginning. One thing it did do was to make it clear that the staff were all in this thing together and that when there was some pressure from the outside they would have only each other to work it out with. This produced a certain unexpected unity among staff--maybe for the wrong reasons, but unity nevertheless.

Following the meeting several staff members went into Estes Park for a couple of hours and there occurred the only really unfortunate incident between the camp and the community. Several Black staff were taunted and racial slurs were thrown at them. They returned to the camp very, very upset and it took some real soul searching to calm the entire staff down. The issue was never really fully dealt with, as these things probably never can be. It did help to bring the Project Director and several of the staff much closer together, and that was a real benefit. It also helped point out that the real world was still out there despite our efforts at the

H-Bar-G to make it different.

Saturday - July 25.

Morning: Again, the group got off to a late start. This morning's session was devoted to a discussion of Sunday's opening day routine and to additional logistical matters. The first issue was the picking up of campers: Who, when, where and how. The results of this discussion, as well as how it actually occurred can be found in Appendix I.

Also discussed was the routine for checking campers in when they arrived at the camp. This included preparing a handout of camp routine such as meal hours, laundry schedules, etc., deciding who would greet them and their parents, helping them find their cabins, and in general make them feel welcome.

The afternoon's cabin meeting agenda was discussed and outlined. This was to include a discussion of the program, some formal activity for getting people to know each other, getting a cabin routine established, such as clean-up, etc. A handout was to be prepared for staff for this session and made available on Sunday afternoon.

Brief discussions were held on the following topics: 1) Meal Schedules: these would be broken down by staff, not camper groups, because of the changing nature of camper groups; 2) Staff Behavior: for an environment and ecology camp, there had been a lot of cigarettes, cups, paper, etc. left lying around, and they were asked to watch this in the future; 3) Training Materials and Sport Equipment: these would be kept in the office and staff would be responsible for checking them out and returning them; 4) Medical Check-Ups: they would be conducted during the first week for each camper as well as sick-call which would be each morning after breakfast; and 5) Mail, Visitors and Possible Open House: these were discussed and it was agreed that mail would be distributed by cabin counselors while the other two items would have to wait for the arrival of the campers.

Afternoon: Most of the early afternoon was spend with staff moving from main lodge to their assigned cabins and in getting cabins ready. A short meeting was held to try and summarize and evaluate what had occurred during the previous week. Mostly the group discussed incidents and about what the campers would be like. No final results came from the session except to agree that those who wanted to leave early for Denver could go as soon as they were ready.

The session ended and so did staff training. Ready or not, the campers would be arriving the next day!.

Evening: Rest and Relaxation.

5. Staff Training Results

Since no formal evaluation of staff training actually took place during the staff training session, the staff trainer, Rich Rocchio, has done an evaluation of the group results. The method used in this evaluation is a nine-point rating scale which indicates the degree to which he felt the fourteen purposes of staff training (Staff Training Objectives, Section B-3 of this Report) had been met. The rating is indicated by a circle drawn around the number on the scale which corresponds to the degree to which he felt the objectives were met.

The numbered rating for each objective (purpose) is followed by a short comment.

Objective No. 1: A thorough understanding of experiential training philosophy and methodology.

Scale: 1 2 3 [✓ 4] 5 6 7 8 9

Not at all — Average — Completely

Comments: A wide range actually existed among the members of the staff. There were three members who would have scored an eight or nine, and there were four or five members who would have scored a two or three. The remainder would have scored about five or six.

Those who had had the most experience in education prior to the start of staff training achieved the most complete understanding. Those who were working on only the Human Relations Lab, and had no training in education theory or philosophy, achieved the least. Those in the middle usually had limited prior education training; but since they were involved in preparing specific components of this program, they had to plan using the experiential learning model which they did with average success.

Objective No. 2. An understanding of the objectives of this project.

Scale: 1 2 3 4 5 6 [✓ 7] 8 9

Not at all — Average — Completely

Comments: To the degree that there were specific objectives for the project, most of the staff understood them reasonably well. There were several, however, who seemed confused about the objectives. Among these, three or four would have to be rated at only average or below.

This was a difficult area to deal with because one objective seemed to stand out above all, that the campers participate in setting their own goals. This may have been an escape for some for not coming to grips with other objectives. For the majority who did understand, this objective was a tone setter and not an end in itself which is how it was intended.

Objective No. 3. An understanding of the role of the trainees and role of the staff in achieving these objectives.

Scale: 1 2 3 4 [✓ 5] 6 7 8 9

Not at all
Average
Completely

Comments: Here, too, there was a wide range in the degree of understanding among individual staff members. Probably no one would have scored a nine on the scale, while there may have been one who would have scored a one. The majority of the staff ranged between a three and a seven, thus the average score given the group.

This tends to be a difficult area to train for and we didn't do as well as we might have. Several simulations could have been used similar to the overnight campout so that staff could have obtained a better feel for this area. As it was, trial and error with in-service feedback helped the most, whereas the discussions during staff training did not seem to have a very significant effect.

Objective No. 4. Familiarity with the various learning strategies available for use in the training program.

Scale: 1 2 3 4 5 [✓ 6] 7 8 9

Not at all
Average
Completely

Comments: Here there was not such a wide variety or range among individual staff. Clearly more than half of the group would have scored between six and eight. The remainder would have fallen below average somewhere. Maybe of more importance was the number of situations where learning strategies could be employed. On this count there were fewer people who could use various strategies in more than one situation. For example, there was a serious inability on the part of many staff to be able to make the cabin living situation a learning experience.

Objective No. 5. A sound rationale for selecting learning strategies to achieve given objectives.

Scale: 1 2 3 4 [✓ 5] 6 7 8 9

Not at all
Average
Completely

Here we find that those who understood the objectives and the participative/experiential methodology were those who had the best rationale for what they were going to do. Overall the majority of staff would rate better than average while there were several who rated well below average.

Objective No. 6. Skill in planning and designing interrelated learning experiences following the experiential model, combined into a sequentially designed total training program with one experience building on another and all components perceived as important and interrelated.

Scale: 1 2 [✓ 3] 4 5 6 7 8 9

Not at all Average Completely

Comments: There were definitely only three or four who really met this objective at even a rating of average or better. The result was that most of the planning for the on-going core activities (Human Relations, Environment and Ecology, Nature Study, Outdoor Recreation, Arts and Crafts, etc.) fall wherever possible to those three or four who could do it. The camp's most meaningful component, Human Relations, was almost totally planned by Mike Tucker and supervised by Stephen Lenton, both of whom were well above average in their skills.

There were other well done components but they evolved more as they went along and thus were not areas where staff skills were so easily shown by the end of staff training.

Objective No. 7. Skill in helping the trainees learn how to learn from experience by following the experiential model.

Scale: 1 2 [✓ 3] 4 5 6 7 8 9

Not at all Average Completely

Comments: As with Number Six, there were a few staff quite skilled at this. For the most part, however, this aspect was planned as large group experiences with the three or four staff drawing together experiences and helping the campers see how this process worked.

Objective No. 8. Skill and confidence in conducting the training exercises.

Scale: 1 2 3 4 5 6 [✓ 7] 8 9

Not at all Average Completely

Comments: Either we had a staff who learned enough to be skilled and confident or they were stronger than average people, but in most cases the staff was ready and willing when the staff training ended to begin work with the campers. The skills and confidences were often tested during the program, but in most cases they held up reasonably well. If we separate skills from confidence, then confidence is the area where they had the greatest strength of all.

Objective No. 9. Skill in handling (constructively) trainee confrontation and hostility, conflict, anxiety and frustration, and other problems in the program as learning experiences.

Scale: 1 2 3 4 [✓ 5] 6 7 8 9

Not at all — Average — Completely

Comments: There was a range of skill among individual staff which went from eight or nine for two or three people down to two or three for one or two others. The skills shown also changed from one situation to another. Some were quite good in crisis situations and not so good in routine ones. Others were good in routine situations but fell down during a crisis.

The result was that those whose skills were clearly superior had to assume a greater part of the load, and fortunately there were enough of these people who had these skills to enable the resolution of most difficulties.

Objective No. 10. Skill in helping trainees learn how to work together in effective, problem-solving groups.

Scale: 1 2 3 4 5 [✓ 6] 7 8 9

Not at all — Average — Completely

Comments: This is a tough one to measure. In the components to which the staff were assigned or for which they took responsibility, most everyone was above average. However this alone is not an accurate reflection. The major problem-solving group situations were in the Human Relations Classes, and here there was a range of difference from well below average to well above average. When cabin groups were problem solving groups, there were usually different staff involved and different kinds of problems to solve. Here there was also a range from above to below average. There were some staff who were never very good at helping problem-solving groups and, as it worked out, they became less and less involved in working with each situation.

Objective No. 11. Skill in developing the training community into a learning community with active trainee involvement and participation, assuming the responsibility for their own learning, taking advantage of all available resources, in a supportive climate.

Scale: 1 2 3 4 5 [✓ 6] 7 8 9

Not at all — Average — Completely

Comments: As a group the staff was above average. As with so many other items, the degree to which the staff understood and had the skills to work with the philosophy and methodology determined how skillful they were in this category.

Objective No. 12. Skill in developing open communications, among staff, among trainees, and between staff and trainees, based on trust, common objectives, and genuine concern for the learning development, and growth of each person in the program.

Scale: 1 2 3 4 5 6 [✓ 7] 8 9

Not at all Average Completely

Comments: Given only one week of staff training, this was one area where a great deal of time and effort was spent. There were a number of people who may have rated an eight on this scale in terms of skill. However, several of them limited their use of the skill too much. At the other end, there were about three members who were well below average in most situations but who, on occasion could perform well above average. These times were probably too seldom and thus they created a number of problems on down the line. The real factor then, was not skill but willingness or ability to use the skill which presented most of the problems.

Objective No. 13. Skill in helping each trainee assess and evaluate his own progress and performance in the program, identify his own needs and objectives (particularly as they relate to specified criterion performance in relation to interim and terminal training objectives), and make active plans to achieve these objectives. Skill in supporting the trainee as he carries out his plans.

Scale: 1 2 3 [✓ 4] 5 6 7 8 9

Not at all Average Completely

Comments: Here there were a wide variety of skills. Two or three were quite skilled and these people assumed almost the entire burden for this area of the camp program. There were two or three others who, on occasion, demonstrated skills in this area. The remainder did not demonstrate these skills; one or two staff would have to be rated a one on this scale, in fact, while others certainly would be rated no higher than a three.

Objective No. 14. Skill in team building, working effectively with other staff members in planning, designing, conducting and evaluating an experiential training program, and in working together to solve problems that develop in training.

Scale: 1 2 3 4 5 [✓ 6] 7 8 9

Not at all — Average — Completely

Comments: There were several staff who demonstrated skills well above average while there were two or three whose skills were well below average. As a group the staff was, on most occasions, capable in this area. On a few occasions, impossible impasses were reached which was usually the result of one or two people who exercised no skill whatsoever, thus causing the whole group serious problems.

This was an area where a great deal of time and effort was spent during the staff training period and where most staff would agree that a scale rating of seven or eight would have been most desireable. Maybe with more time this would have been achieved, but given the one or two non-skilled people it seems unlikely.

6. Continuing Camper Recruitment

When staff training started, there were about 70 campers whose names we had in our possession. We were aiming for a minimum number of 80 and a maximum of 100. A number of agencies and individuals who had promised campers had not yet been heard from.

As the week wore on, the numbers continued to climb. On Thursday of Staff Training week, four parents visited the Camp in anticipation of sending their youngsters to the session. They looked around, spoke with the Project Director and other staff, while several of the young people played volleyball, etc. They decided to enroll. At this point, the numbers were up to about 96. Four or five more names came to us, putting the total number over 100.

With such a large group expected, it presented certain possible problems. Besides the sheer logistics of more beds, linen and food, there was an apparent need for more staff. This was discussed, but it was decided, since whoever came on board would have missed a very "heavy" staff training session, it would be better to come up one staff short that try to integrate a new staff member at that point.

It was also anticipated that there would be a certain number of no-shows, giving slack to the staff/camper ratio. Never-the-less, an additional bus was ordered for the Denver-Boulder pick-up. Arrangements were made to check on who should and who should not be on the bus (see Appendix H). It was apparent that a last minute drive was underway to recruit campers. Agencies who had run out of forms were duplicating their own copies and handing them out. The result was that by Sunday there were more names than forms in hand.

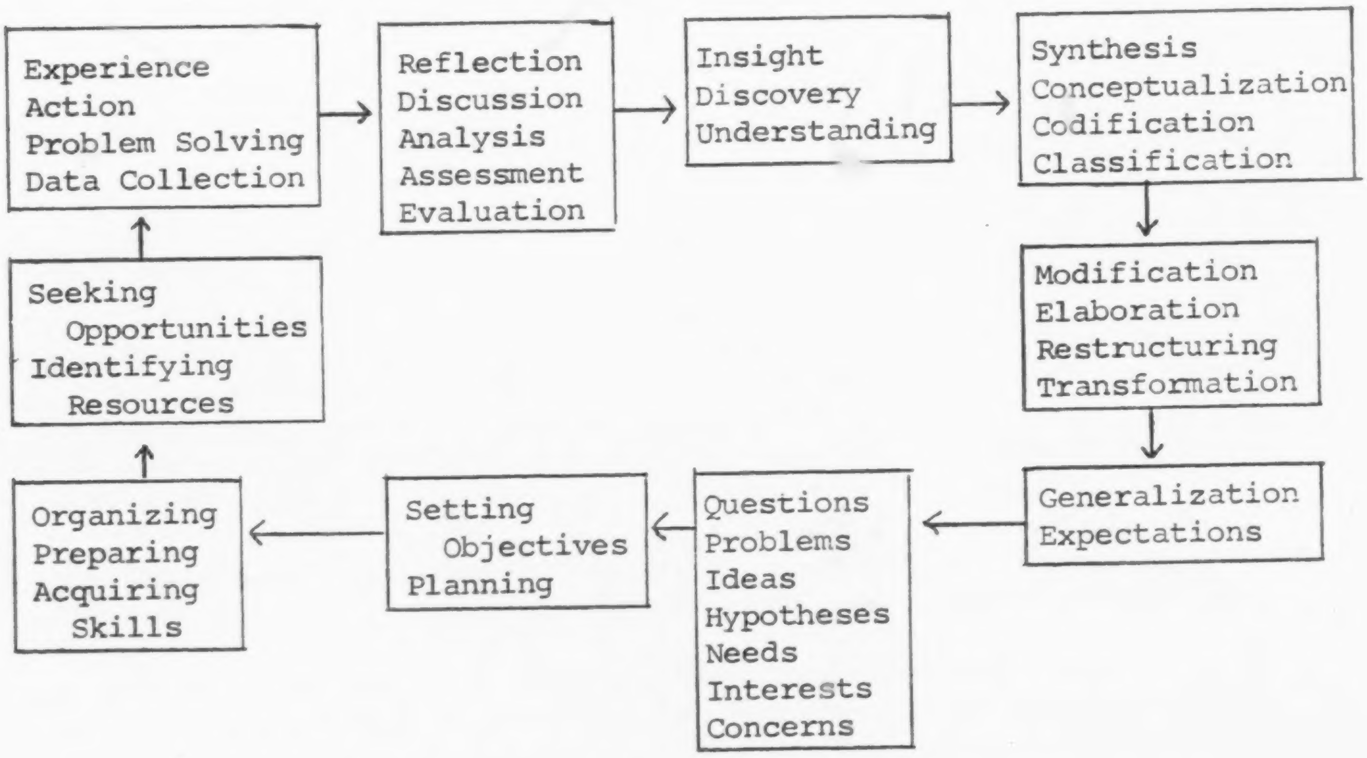
The worst, in terms of numbers, was expected and planned for. If fewer than expected actually showed up, so much the better and a relief in that case.

C. Camp Session

1. Participative/Experiential Education, the Camp's Operational Philosophy

The learning model for the camp was one based on participative/experiential education. Its key components focus on the process of learning and the involvement of the learner as the chief decision maker in determining his own goals, needs, methods of inquiry, analysis, and intellectual frameworks. While the staff member is to act as the original initiator of the process, the responsibility quickly shifts to the student to build his own problems and experiences. In turn, the process not only serves as a guide in the structuring of class activities, but it also remains as a model of how to learn, applicable to any situation in life.

Briefly, the model looks like this:


Experience
Action
Problem Solving
Data Collection
Reflection
Discussion
Analysis
Assessment
Evaluation
Insight
Discovery
Understanding
Synthesis
Conceptualization
Codification
Classification
Modification
Elaboration
Restructuring
Transformation
Generalization
Expectations
Questions
Problems
Ideas
Hypotheses
Needs
Interests
Concerns
Setting Objectives
Planning
Organizing
Preparing
Acquiring Skills
Seeking Opportunities
Identifying Resources

The Experiential Learning Model

(1) The model begins with an experience, which may be broadly defined as any problem, action, written exercise or question presented to the student.

(2) The second step demands both individual reflection and analysis as well as group discussion and evaluation. The experience is not allowed to rest without being followed by a careful assessment as to its meaning and effects on the individual. Further, the original experience must be shared with others to allow for additional information inputs, preventing rigid biases from being maintained. This process becomes most meaningful if it is evaluated against criteria and objectives developed

by the learner.

(3) From the above processes come insights and discoveries which help the student to comprehend the immediate experience and its relationship to previous experiences.

(4) All of the above form concepts or integrated world views through which the student better categorizes and seeks experience.

(5) New information inputs may demand that the original concept be modified or completely transformed.

(6) The new concept is now generalized to past and future experiences and in turn gives the learner a new set of expectations.

(7) New questions, problems, needs, or interests, are identified which clarify previous views by pinpointing what was missing or misunderstood.

(8) Objectives may now be set and specific plans made to achieve these objectives.

(9) The next step is to set the plan in action. Additional skills may be necessary to accomplish this, and they are solicited.

(10) At this point, data collection again begins. Its main purpose is to give the learner the information he feels he needs or may need in the future. New opportunities or resources are identified, and the cycle is complete. With a specific opportunity, new problems arise and new insights must be discovered. The process is spiral and failure is nearly impossible. As one question is answered, another arises - all at a pace set by the learner. Above all, the learner determines his own goals and rewards himself when they are attained.

Twin Owls Mountain Camp attempted to initiate this philosophy in its staff and their programs. Staff training had hopefully given the staff the awareness and experience necessary for their successful use of the model in their respective activities. Unfortunately, staff training did not accomplish this to the extent that had been hoped. However, the effects of experiential education on the staff were evident in several ways.

All of the staff became aware that lecture was a less successful and less meaningful educational technique than experience. Each staff member attempted to structure his class so that an experience was created for the camper to utilize as the basis of learning. In fact, due to improper understanding of the model, this sometimes resulted in no structure, as in Recreation class, or in too specific structure as evidenced in Nature Study. There was staff confusion as to when the conceptualization stage was reached. Too often, undirected rap sessions were the substitute. In addition, thorough data collection was often impossible due to the limited facilities of the camp. Finally, there was camper frustration and rejection of the model because the staff was not relating to them as "teachers." Traditionally, a "teacher" was directive, dictatorial, and always providing the answer. To now be faced with self-direction, questioning and constant analysis, left many campers angry, confused, and/or challenged. Consequently, the staff had to deal with this educational success as a student hositility for the first week or two.

Another aspect of experiential learning theory was evidenced in the scheduling methods of the camp. The first week was highly structured, which is consistent with the learning model. To ask a question, one must have some exposure to the subject matter. Therefore, it was required that all students experience each area (Nature, Recreation, Ecology, Human Relations, and Arts and Crafts) at least once during the first week. This demand was confused in the campers' minds for it seemed inconsistent with self-directed study. The point of misunderstanding was that self-directed study also implies exposure to new areas of study, not just study in areas already known to be interesting. Some of the classes were entirely alien to certain campers' life styles (as tree study to a ghetto youngster) and there was immediate rejection of rather than unprejudiced exposure to new ideas. Consequently, the first week's classes were only partially attended. Because of the camp's racial crises and camper unrest, drastic reevaluation of the class offerings and scheduling was necessary.

The second week began with a town meeting to discuss new course selections and a new means of scheduling. Several Human Relations groups, an ecology class, and a Black delegation brought suggestions of different activities. The Free University ideal became the guiding philosophy. Explicitly, campers designed their own courses, matched these to the relevant staff resources, scheduled them as desired, and left attendance as non-mandatory. The original areas of study were maintained, and an equal number of new courses added. (See Schedule - Course Offerings, Week 2.) Human Relations groups were not mandatory although it was noted that commitment to the camp meant attendance at its primary functioning unit, which was Human Relations, and that non-attendance would indicate non-commitment.

The second week of classes brought more activity, more commitment, better knowledge of camp objectives and methods, and the start of segregated participation. Generally, Whites became involved in the leadership, intellect courses. Blacks chose the ethnic and physically oriented classes. A third racially mixed group was, for the most part, apathetic to the entire scene. Sports were specifically scheduled for the morning in hopes of fatiguing the otherwise non-participators. In part, the Free University model was successful in bringing more campers into the decision-making structure and in creating a new educational experience. However, it must also be noted that it perpetuated the non-involvement of many individuals - an unsolved problem which existed until the closing of the camp.

The third week again began with a new scheduling session, primarily because commitments to the camp had again been reviewed. It was decided that if the camp remained open, the campers would not only have to decide why it should but also how and for what. This demanded camper direction of both the content and spatial aspects of the schedule. For the committed, more commitment and understanding resulted. For the apathetic (despite the deselection of many), the distance between them and the directing student leaders only increased. Ultimately, classes remained about the same, both in offerings and participation.

At this point, the model of experiential learning and participative education had great meaning for some. It had been explored in classes, as New Education, and also experienced in the procedural functioning of the camp. While the majority of the camp could note at least one experience which simulated the learning model, for the most part, approximately 30% of the camp comprehended the dynamics.

The fourth week of camp started out like the third. However, on Wednesday of the last week it was the staff's decision, corroborated by the campers, that the most significant learning experience would result from the camp's closing at that time. This would both raise the maximum number of questions about the individual's past and future relations with the camp and, hopefully, insure the continuing spiral of the learning model. While new insights and concepts had been codified, it would be tragic to allow the campers to think that answers had been found - only more questions. For example, all the campers would now have to decide why the camp was closing, where the goals had been unsuccessfully met, and how they could best prevent these problems in the future (as segregated participation). Together, the staff and campers decided to finalize the closing of the camp. Perhaps this is the most fitting climax to an educational experience which was dedicated to the process of learning.

2. Objectives

The objectives should be prefaced by a statement of the overall program goal, which was:

> To become and/or continue to be involved in some activity in one's own home school, neighborhood or community which aims to make a constructive change in the way man relates to the natural environment, the man-made environment and/or to other men, and to use the leadership, problem solving, human relations, and other such skills learned during this summer camp session.

The list of objectives which follow are as comprehensive as possible and are probably best described as developmental as opposed to terminal, although the wording indicates the expectation that they will be achieved by the close of the camp program.

Man's Relationship to the Natural World

- recall and/or locate the names of important living and non/living things found in the natural environment.

- describe ways man and the natural world depend on each other.

- describe things man has already done to damage the natural environment.

- explain the results to man of his damage to the natural environment.

- predict the effects upon man of an act, or series of acts, which change the natural environment and unbalance the natural ecology.

- express personal feelings about the natural environment through art, crafts, poetry, music, etc.

- protect living and non-living things found in the natural environment.

- describe the sight, sound, touch or smell of something in the natural world he has never seen, heard, touched, or smelled before.

Man's Relationship to the Man-Made World

- describe a number of man-made things in this state, or wherever one knows them best.

- describe things man has done to his man-made world which have caused damage and un-happy results upon his health, happiness and peace of mind.

- predict effects upon man, given certain changes or improvements in the man-made environment.

- explain ways in which man can plan and work to improve the environment he has built or will build for himself.

- explain major causes and effects of various kinds of pollution upon man and other living things.

- describe the ways man and his manufactured world depend on each other.

- express feelings and awareness of the man-made world through arts, crafts, poetry, prose, music, etc.

Man's Relationship to Other Men

- demonstrate skill and ability in dealing with one's own man-to-man relationships.

- explain alternative methods of behaving which may result in building and improving relationships between men and other men.

- describe the major problems with man's relationship to other men in one's own community, city, state, nation and world.
- demonstrate leadership/human development, problem-solving, interpersonal relations and communications skills described elsewhere in the goals of the camp.

Man's Relationship to Himself

- describe one's own behavior in a variety of situations and circumstances.
- demonstrate personal growth and development skills described elsewhere in goals of the camp.

Skill in Communicating With Other People and Establishing Effective Relationship With Them

The Camp-Workshop is comprised of people from a diverse cultural, social, and economic background. It is intended that each participant therefore develop the following interpersonal skills:

- an awareness of feelings and reactions of others and their impact on self;
- skill in dealing with interpersonal and intragroup phenomena in establishing more productive and satisfying relationships;
- a consistency between personal experience, an awareness of that experience, and the effective communication of that experience to others in establishing genuine relationships with them;
- increased concern and consideration for others (sensitivity, understanding and empathy);
- increased ability to communicate, particularly to listen with understanding;
- increased interest in others (genuine interest in other person as person) and good natured responsiveness to other people;
- increased ability to relate to others in a way that is neither punishing, threatening, intimidating, demanding, degrading, humiliating, nor belittling; and the ability to relate with warmth, acceptance, understanding, tolerance and patience;

- increased tolerance and appreciation for ideas, values, beliefs, attitudes, behavior, standards, customs and traditions quite different from his own;
- increased ability to live and work harmoniously, creatively, and productively with others; and
- increased ability to gain the trust and confidence of others and to be open and trusting with others.

Personal Growth and Development

Perhaps above all else, the Camp-Workshop is intended to help people develop themselves--to learn and grow in becoming more effective human beings. This intention can be reached through the achievement of the following:

- increased self-esteem, self-confidence, and self-reliance;
- increased positivism, optimism, and responsibility for oneself and to oneself (as well as shared responsibility for and to peers);
- increased awareness of own feelings and reactions, and to own impact on others;
- increased self-insight and understanding--particularly in relation to the values, beliefs, attitudes, goals, and expectations of other Americans;
- reduced defensiveness and increased ability to own up to his behavior and to accept criticism;
- reduced need for recognition, reward, status, control, power, freedom, structure, guidance, etc.;
- increased ability to tolerate ambiquity, loneliness, frustration, and disappointment;
- resilience and ability to sustain a healthy, positive, optimistic outlook and not submit to the stagnation of despair, despondency, cynicism, negativism, pessimism, resentment;
- increased self-regulation and self-control; reduced hostility, aggressiveness, and competitiveness; ability to absorb hostility from others;
- increased awareness, clarity of perception, and ability to learn, change and grow with experience;
- changing or modifying behavior in accordance with personal interpretation of feedback information from others; and

- planning for continued personal learning.

Creative Problem-Solving Skills

It is intended that the Twin Owls Mountain Camp workshop will provide learning experiences that will result in each participant's ability to effectively apply the creative problem-solving process in his or her life and work. This process involves the following steps:

1. Problem identification or recognition
2. Definition and redefinition of the problem
3. Exploration of possible approaches, perceptions or interpretations
4. Collection of data about the problem in preparation for solution
5. Development of criteria for evaluation of solutions
6. Generation of possible alternative solutions
7. Analysis and evaluation of alternatives
8. Testing, verification, feedback

In order to effectively apply this process, it is hoped that the following additional goals will be achieved by each participant:

- increased self-confidence in his or her ability to perform effectively as a change-agent;
- the industry to apply himself diligently to a defined task;
- a personal sense of responsibility to do the best he can with little or no supervision;
- increased ability to initiate an activity and perseverance to follow through to completion;
- increased willingness and ability to recognize and consider alternative viewpoints, interpretations, and solutions as they relate to the task at hand;
- increased flexibility and openness to new ideas;
- increased ability to learn from experience;
- increased ability to learn from mistakes and to modify attitudes and behavior accordingly, and
- increased ability to avoid snap decisions and withhold judgement until all possibilities have been considered.

Leadership Skill Development

It is hoped that each participant in the Camp-Workshop will initiate and implement developmental projects in his home environment after the Camp experience. The development of leadership skills is therefore essential; the general objective being to enable each participant to perform according to the shared or emergent leadership model in which the development of human potential is stressed. This will involve learning the following skills and abilities:

- the ability to differentiate between the self-centered, task-centered, people-centered, and human development-centered style of leadership;
- the ability to define emergent or shared leadership and differentiate it from authoritarian leadership;
- the ability to actively participate in the development of an effective, problem-solving group;
- the ability to identify various group functions assumed by members of a group;
- the ability to assess the on-going process of a group as it develops and aid in its continuing development by improving the process based on this assessment data;
- increased understanding of the role and techniques of the catalyst or change-agent in helping others learn to help themselves, improved skill as a change agent;
- increased ability to work with and relate to others in a way that will promote their self-respect, self-confidence, and ability to use their own resources to solve their problems;
- increased ability to support and assist others in achieving creative but practical solutions to their problems;
- increased ability to develop relationships with other persons that will be mutually rewarding, satisfying, and growth producing;
- development of ability to subordinate his own needs to those of the people with whom he will be working;
- ability to work with others in a non-threatening, helpful, and supportive manner; and

- increased skill in working with groups in a way that promotes constructive attitudes and learning, growth, and development of the group and individual members of the group.

Program Process Objectives

In order to achieve the goals and objectives of this program and of its components, each camper should demonstrate, all the way through the program, that he/she is:

- actively involved in the camp's learning process and philosophy;
- willing to risk,to be open, and to expose himself, rather than maintaining a protective wall around himself;
- willing and able to own up to his own behavior, by accepting and acting upon feedback from others non-defensively; and
- taking responsibility for the community and the group and their members by openly sharing information with one another and giving useful feedback.

3. Pre-Assessment

It was intended that quite an elaborate pre-assessment procedure would take place as part of the research design. However, the measurements of selected campers four weeks prior to the start of camp did not occur as proposed. As indicated elsewhere, official notice of funding was not received until June 29, at which time recruiting was able to actually begin in earnest. Between June 29 and the opening of camp on July 26, it was impossible to identify a cross-section sample of the camper population, contact, and test them.

At the opening of the camp session, there was also no comprehensive camper pre-assessment. One reason for this was a lack of an adequate set of measuring instruments. Our intention was to use a limited number of pencil and paper tests and then use interviews, situational tests and other "non-school-like" devices. However, staff training having developed in the way it did, made it impossible to devote any time to preparing such instruments.

There were pre-assessments made in Environment and Ecology class, as described in the report on that component. It was clear from the attitudes and behavior of those tested that accurate tests using pencil and paper instruments would not have been well received and the results therefrom would have been questionable.

The major reason for not carrying out pre-assessment was the late funding.

4. Camp Schedule

The entire process of scheduling was a difficult, complicated and time-consuming process. The first week's schedule was done almost entirely by the staff. The rationale for this was to provide every camper with an experience in each of the major components of the program and to provide all campers with a common experience among them.

The second week's schedule was done differently in that the campers were asked to sign up for classes on a first, second, and third choice basis. Classes such as Black Culture, Chicano Culture, Theater and others had been suggested by the campers and were added by staff to the list of possible classes. After the campers had signed up for the classes, the staff completed the schedule.

The third week's schedule was turned over almost entirely to the campers. They named the classes, designed the time schedule, and dispensed with sign-ups--leaving it instead up to each camper to take advantage of the classes being offered and to attend those that he wanted to attend. The role of the staff in this third week was to assist the trainees by answering questions about staff capability to handle a given class and to indicate what resources were available and how or if additional resources could be made available.

The fourth week's schedule was done almost exactly as in the third week. There was a narrowing of the class offerings in the fourth week and some classes added for the purpose of preparing people to return home to their communities and continue to work.

The following pages contain a set of schedules beginning with a schedule of the total camp session, followed by the schedule of classes for each week. The total schedule includes some details on weekend and planning activities as well as indicating the hours generally assigned for learning and recreation activities during the week. The first week's schedule also includes a breakdown, by name, of the Human Relations groups which generally served throughout the program.

		SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JULY	Morning	26 Campers arrive	27 Cabin Activities	28 Recreation	29 Recreation	30 Recreation	31 Recreation	Aug. 1 Recreation
	Afternoon	Settling in Cabin meetings	Total Camp Meet Cabin meetings Free time	½ Total Camp Meet Plan evening act. Free	Class Schedule	Class Schedule	Class Schedule	Class Schedule
	Evening	Cabin meetings Impromptu Dance	Cabin meetings Free time	Free/Recreation Planned Dance	H.R. Groups Free/Dance	H.R. Groups Total Camp	H.R. Groups Free	H.R. Groups Free
AUGUST	Morning	2 Home Visits Recreation	3 Clean-up Recreation	4 Recreation	5 Recreation	6 Recreation	7 Recreation	8 Recreation
	Afternoon	Recreation	Total Camp Meet Free	Planning	Class Schedule	Class Schedule	Class Schedule	Class/Swimming
	Evening	Cabin meetings Church/Campfire	Total Camp Meet	H.R. Group	H.R. Group	H.R. Group	H.R. Group Campfire	H.R. Group
	Morning	9 Recreation	10 Recreation Free	11 Class Schedule	12 Class Schedule	13 Class Schedule	14 Class Schedule	15 Class Schedule
	Afternoon	Recreation	Planning Free	Class Schedule	Class Schedule	Class Schedule	Class Schedule	Class Schedule
	Evening	Total Camp Meet H.R. Groups	H.R. Groups Crisis Meeting	H.R. Groups	H.R. Groups	H.R. Groups	H.R. Groups	H.R. Groups
	Morning	16 Religious Service Recreation	17 Recreation Planning	18 Class Schedule	19 Total Group Meet			
	Afternoon	Recreation	Planning Free	Class Schedule	Went Home			
	Evening	H.R. Groups	H.R. Groups	H.R. Groups				

MASTER SCHEDULE--WEEK 1 (July 27 - Aug. 1)

	Wednesday	Thursday	Friday	Saturday
9:00-10:30	Group A - Medicals	Nature Study	Ecology	Free
	Group B - Nature Study	Recreation	Medical	Ecology
	Group C - Ecology	Art	Nature Study	Recreation
	Group D - Art	Free	Recreation	Art
	Group E - Recreation	Medical	Free	Free
	Group F - Free	Ecology	Art	Free
10:30-12:00	Group A - Medical	Arts & Crafts	Free	Free
	Group B - Ecology	Recreation	Nature Study	Art
	Group C - Nature	Medical	Ecology	Recreation
	Group D - Medical	Free	Recreation	Free
	Group E - Recreation	Ecology	Art	Ecology
	Group F - Art	Nature Study	Free	Medical
Lunch				
2:00-3:30	Group A - Ecology	Recreation	Free or H.R.	Nature
	Group B - Free or H.R.	Free or H.R.	Free	Free or H.R.
	Group C - Free or H.R.	Free or H.R.	Art	Free or H.R.
	Group D - Nature Study	Nature Study	Free or H.R.	Free
	Group E - Art	Medical	Free or H.R.	Free or H.R.
	Group F - Recreation	Ecology	Free or H.R.	Free
3:30-5:00	Group A - Art	Recreation	Free or H.R.	Free
	Group B - Free or H.R.	Free or H.R.	Art	Free
	Group C - Free or H.R.	Free or H.R.	Medical	Free
	Group D - Ecology	Ecology	Free or H.R.	Free
	Group E - Nature Study	Nature Study	Free or H.R.	Free or H.R.
	Group F - Free	Free	Free or H.R.	Nature Study
Dinner				
7:30-10:30	← Free or Human Relations →			

Groups 1-7 have Human Relations. Groups VIII & IX are Free.

MASTER SCHEDULE--WEEK 2 (Aug. 2-8)

A. MORNING ACTIVITIES: 10 a.m. - 12 a.m.

Basketball Tournament (Monday - Friday)

Cross Country (Monday - Friday)

Volleyball Tournament (Monday, Wednesday, Friday)

Chess and Checkers Tournament (Monday - Friday)

Ping Pong (Monday, Wednesday, Friday)

Horseshoes (Monday - Friday)

B. Afternoon Activities--Week 2

	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1:00	Survival I Theater Arts/Crafts Nature	Survival II Theater Arts/Crafts Poetry Swim	Survival I Theater Arts/Crafts Nature Swim	Survival II Cross-Culture Arts/Crafts Poetry
2:00	Survival I Theater Arts/Crafts Nature	Survival II Theater Arts/Crafts Poetry Swim	Survival I Theater Arts/Crafts Nature Swim	Survival II Cross-Culture Arts/Crafts Poetry
3:00	Arts/Crafts New Education Dance Night Act. Plan	Arts/Crafts New Education Dance Night Act. Plan Swim	Arts/Crafts New Education Dance Night Act. Plan Swim	Arts/Crafts New Education Dance Night Act. Plan Cross-Culture
4:00	Black Culture I Chicano Cult. I Ecology Night Act. Plan	Black Culture II Chicano Cult. II Ecology Night Act. Plan	Black Culture I Chicano Cult. I Ecology Night Act. Plan	Black Culture II Chicano Cult. II Ecology Night Act. Plan
5:00 5:55	Black Culture I Chicano Cult. I New Education Ecology Dance	Black Culture II Chicano Cult, II New Education Ecology Dance	Black Culture I Chicano Cult. I New Education Ecology Dance	Black Culture II Chicano Cult. II New Education Ecology Dance

C. Schedule for H.R. Group Overnight Camping

Wednesday, August 5

Paul Acosta
Ron Carbin

Thursday, August 6

Paul Brubaker
Raymond Scott

Friday, August 7

Stephen Lenton
Dave Anderson

Monday, August 10

Peg Talburtt
Stephen Lenton

Note: Stephen Lenton and Ron Hill will share responsibility for H.R. groups' meetings and campouts.

MASTER SCHEDULE--WEEK THREE (Aug. 9-15)

*Note: Arts and Crafts and "Rap" Sessions will be held all day, every day

IME	TUES.	WED.	THUR.	FRI.	SAT.	SUN.
8:00-9:00	Breakfast (Not served after 8:30)					Arts & Craft and "Rap" Session and Recreation and Religous meeting at 11:00 A.M.
9:00-9:30	Clean up					
9:30-10:30	Poetry Sex Ed.	Cross C. Poetry	Cross C. Poetry	Theater Recreation	Survival & Rock Climbing Poetry	
10:30-12:00	Chicano C. Recreation Creative Writing	Nature Bible	Ecology Special H. R.	Black C. Nature Creative Writing	Ecology	
12:00-1:00	Lunch (Not served after 12:30)					
1:00-2:30	Ecology Dance	Chicano C. Special H. R.	Black C. Swimming Hike to Jim Lake	Cross C. Sex Ed.	Special H. R. Nature Dance	
2:30-4:00	Theater Bible	Black C. New Ed.	Chicano C. Nature	New Ed. Recreation	Cross C.	
4:00-5:30	Black C. Special H. R.	Ecology Recreation	Theater Dance Creative Writing	Chicano C. Dance	New Ed. Bible	
5:30-6:00	Free	Free	Free	Free	Longs Peak	
6:00-7:00	Dinner (Not served after 6:30)					
7:30-10:30	H. R.	H. R.	H. R.	H. R.	H. R.	

SCHEDULE FOR WEEK 4 [Handwritten on newsprint and hung on bulletin board]

Instructors/Campers Arrange Schedule

- Community Involvement/Action
- Black Culture
- Chicano Culture
- Cross-Culture
- Bible Analysis
- Creative Writing
- Sex Education and Birth Control
- Environment/Ecology
- New Education

Drop-In Activities, Campers Responsible

- Dance
- Theater
- Arts and Crafts
- Nature Study
- Recreation
- "Rap" Sessions

Everyone expected to attend

Human Relations 7:30 - 9:30 P.M.

5. Camp Activities - Overview

Cabin Life

One of the basic objectives of the camp was to bring together youth from various ethnic, social, and economic backgrounds under the umbrella of one learning community. But, more than a bringing together, the hope was that the camp could somehow begin at a point of desegregation and cross the gap to actual mutual sharing of information attainable only through integration. One of the basic strategies was to make cabin assignments as heterogenous as possible; but the problem was that some of the cabins accommodated only six campers while the lodge held thirty girls.

Each of the nine housing units had one resident counselor, with the exception of the lodge which had two. The lodge plus one cabin housed all of the girls. The cabins for the men were crowded in terms of space, but they were generally much smaller in units of people -- usually seven, including the counselor, while each of the three women counselors began with 15 campers each.

The camp began with a group of 86 campers, the composition of which was: 16 Chicanos, 17 Blacks, three American Indians, three Orientals (two Korean and one Japanese), and 41 Whites including six Jews. The latter group was a very heterogenous group, including campers who were very rich and very poor, from rural, suburban and urban locations, the innocent and naive, some with serious probation backgrounds, etc.

Since most of the cabins were too small to serve as basic learning-living units for the entire program, counselors were to attempt to make the living experience a learning experience in itself and to develop some team feeling within his cabin. Ronald Hill was the only really successful cabin counselor. His cabin, "Hattan," successfully held meetings, went on a two-day camping trip, worked as a team in camp clean-up, and organized themselves as a team for athletic competition. While the spirit in "Hattan" perished toward the end of camp as campers made new associations, it stands out as the most successful. "Rogers" cabin with Glenn Towery was the only cabin unaffected by attrition. It remained the same while other cabin units dwindled in size until closed as remaining campers were reassigned. Peg Talburtt in "Edwards" cabin worked diligently toward unity and sharing during the first week but, like the lodge and "Shep's" cabin, defacto segregation resulting from the Black's choice was evident when the camp closed.

With the exception of Ronald Hill, Glenn Towery, and Peg Talburtt, the individual reports from cabin counselors suggest that most felt they were failures or only marginally successful in making the living situation a viable learning experience, an integrated experience as opposed to a nearly desegregated arrangement.

Race Relations

Race relations within the camp as a whole were generally peaceful, although there were a number of fights and altercations between the Blacks and the Whites. One curious aspect was that Whites looked at the fights between Laurence Brown and Marc Simpkins, Iris Underwood and Karen Van Elsacker, Francis Bates and Marvin Jenkins, Marcella Hays and Jessie Lewis as, primarily simply fights, whereas the Blacks looked at them principally in racial terms. Each, to a varying degree, served as cross-cultural learning experiences for the entire camp, and none was especially violent or serious.

At the beginning of the second week a group of Blacks made formal demand at a staff meeting for separate housing. The demand was actually resultant from a staff member who was a parttime separatist. The staff discussed the request and a "town meeting" was called. The request was discussed and Blacks heatedly registered other real and unreal complaints. The meeting was marked by several Whites heatedly presenting their frustrations and confusion as to how to begin to relate to Blacks when the atmosphere was so charged with distrust.

The Chicanos remained mere shadows as an ethnic group and as decision makers during the entire camp. Chicano was solely an ethnic distinction, not a term to denote inner conscious minority cohesiveness or group cultural identity. The Orientals were never dealt with as a racial group, but rather more as White variations. The Jews, while obviously a group to the staff and to themselves, were not seen by other campers as a distinct and cohesive group even though they were as a group the most active decision makers within the camp. One of the Blacks, unaware of the emotional response to the swastika among Jews, had drawn one on a poster on the dining room door. When Andrea Meyers arose in near-tearful protest, many campers were for the first time made aware of the Jewish presence as a sub-culture.

A certainly delightful side of the race-ethnic mixture of the camp was provided by several meals served by the various groups. On one evening there was a Soul Food dinner with barbecued ribs, fried chicken, black-eyed peas, etc. On another evening there was a Chicano dinner with rice, beans, tacos, etc. and, again, a Chicano breakfast with hejvos el rancho, corn tortillas, etc. There was also a Jewish meal with chopped liver, roast beef, matzos, etc., complete with candles on all of the tables.

Free Time

The time that campers spent outside of the regular assigned activities came to a very large number of hours. It started early in the program when the activities or sessions of the cabins would end early and the campers would then be free to move about. Once this pattern was set, there was little that could be done.

Most of the campers spent the time doing constructive things such as playing cards, chess or checkers, walking and hiking, or just plain "rapping" with each other. Others spent their free time in active sports activities such as volleyball, tennis or basketball. A good deal of time was spent just sitting and listening to records or sleeping. However, a few of the campers during each of the times when there were no planned activity spent their time chasing each other around the main lodge, confronting each other over boy-girl relations, "bad-mouthing" or just trying to prove that they were somebody. Also, some of the campers spent the time carrying their boy-girl relations to its physical conclusion, while others spent free time blowing "grass" or, as one weekend period, sniffing glue.

For a number of reasons we were poorly prepared for this free time. Being understaffed was really only felt in this particular area, but the lack of staff maturity and experience was a great contributor to the situation. Very seldom did staff step forward to "pull things together." Instead, most of the active staff spent their time with the campers in their leisure activity, usually in small select groups. Others used the time to "rap" with campers or staff. Still other staff were spending their time trying to keep the lid on among the more rambunctious and confronting campers. Further, not enough attention was given in preparing either the activities or the staff to do differently. It is not clear what could have been done, but certainly more attention should have been given to this situation.

The free time problem was not always a steady situation. It was greater during the first week than in the succeeding weeks, for example. During the second, third and fourth weeks, the amount of free time increased toward the end of each week. One other distinction is important as well. Although there were scheduled activities during most of the mornings, afternoons, and evenings, many of the campers saw this as actually being free time because they found a camp life-style in doing nothing or, more often, doing whatever they wanted to do. Although staff did spend time confronting the campers over this and in counseling them to get more involved in the planned activities, many of them never really did. The one activity that became an exception was the Human Relations group meetings during the last half of the program. With the departure of certain non-participating campers, and the continued expression by staff of their expectations that the campers were to participate in the H.R. groups, the situation improved steadily. Unfortunately a few of the staff were as responsible for the non-use of free time as were campers in that they legitimatized the situation by spending class time in free time activities with campers.

Camping

Actually quite a bit of time was spent in camping and hiking. The purposes of the planned camping activities were to: provide an outdoor experience for the campers and to teach them camping skills; build unity among smaller groups of campers; provide an atmosphere away from the larger group where people could practice and learn skills of cooperation, decision making and problem solving; and provide an atmosphere where people could get to know each other better.

Apparently, every one of the campers and staff did participate in camping activities. Some managed to spend quite a bit of time in this endeavor, and some of these were people who discovered the fun of camping while at Twin Owls. There were a number of means used to provide the camping activity. The initial camping experience was done as part of the Human Relations group's activity, which followed a period of hiking by all of the campers as a part of the first week's class schedule. Another means was for cabin groups to camp together. This was particularly true in Ronald Hill's cabin. Others tried to use this means on some occasions, although their entire cabin groups never participated. Another method was for small groups to simply take off for an "overnight" about one-quarter mile away from the ranch. These groups usually had a staff member with them, but not always. At times these spontaneously formed groups were only two or three campers, and occasionally a single camper would take this activity as a way of getting away for a few hours. The largest single camp-out activity was the Longs Peak climb which is fully described elsewhere in this report.

Camp Decision Making

There were three forms of decision making, with a number of variations on the theme: first, those decisions made by the staff or certain members of the staff; second, those decisions made by the campers, or groups of campers; third, those decisions made by campers, or groups of campers, together with staff.

The range of decisions was very broad and involved a variety of subjects and situations. They ranged from decisions by individual campers to attend or not to attend a certain camp activity, through what kinds of activities the camp would offer, to whether or not the camp would stay open for the pre-scheduled time.

Various decisions were made which affected large numbers of people. To some there were definite reactions, while to others of equal magnitude there were no reactions at all. The kinds of decision making grew more complex as the camp grew older and more mature. Decision making also became more and more a shared responsibility between campers and staff.

Major Issues for Decision Making

In order to present a clearer picture of the decision-making process and to present some of the major issues with which the camp had to deal, a series of short discussions of the critical decision-making points will follow. These discussions will include a statement of the issue and what precipitated it, the decision itself and who was involved in making it, and the result of the decision in terms of the actions or reactions by the camp community and its members.

One of the issues which occurred and reoccurred throughout the camp session was to define and obtain agreement on the objectives and purposes of the camp. This issue was raised as one of the first concerns in the camp and was raised again and again to individual campers and to the camp community as a whole. Usually the issue was raised by the staff or a staff member, but on occasion it was rasied by a camper or camper group. The decision itself was made at two levels. First, each camper had to decide what the purpose of the camp was for him or her. Second, the camp community had to decide for the camp as a whole. For the most part, campers agreed with the pre-stated purpose of the camp, that they were at the camp to learn. For the camp as a whole, it took a series of decisions (see Example 1), but there was a limited consensus that it should be a learning community. Not everyone took part in this decision and, given the variety of personal learning goals and purposes, the issue was never fully resolved. Adequate agreement had been reached, however, to allow the camp to continue and to carry out activities in keeping with its pre-determined basic intents.

Commitment and involvement were also issues from the very beginning. Two key factors contributed to this: first, the wide variety of expectations that various campers held when they arrived at the camp; second, the community's inability to reach a rapid and complete consensus about the camp's basic purpose. Decisions made usually were in favor of commitment, involvement and cooperation. They were made first by staff, then by campers and staff together. The initial set of decisions was made by the staff and discussed with the camper involved, not involving the total community. The total community reacted. The second set of decisions was made by representative campers and the staff and then discussed with the individuals involved by the Project Director, who was appointed by the campers and staff to make all final decisions. The result was that a number of campers left the program early. Some were asked to leave and some decided, after consultation with staff or the Project Director, to leave on their own. There were several campers who decided that they were not committed enough to stay even thought their commitment, involvement and cooperation were not raised with them.

The issue of what rules the camp should have in terms of social behavior was raised on the first day and, though never fully resolved, seemed to have established a kind of workable norm about the middle of the third week. The two factors which precipitated this issue was the intentional absence of special rules set down by the camp staff and the "antisocial" behavior of a certain small group of campers. The staff had decided that, other than what was against federal, state or local statute law, there would be no other regulations at the camp. The staff also decided that they would not assume roles as police or jailers. Expectations about behavior would be made clear, and people would be held responsible for their own behavior and have to face the consequences of that behavior. These issues, however, would be taken care of when they arose in a counseling situation or be considered by those members of the community who were being affected. These issues would also be taken care of on a case-by-case basis.

There were three major issues which received the greatest attention because they affected the greatest number of people, or would prompt consequences affecting the greatest number. The first--commitment, involvement and cooperation--has already been discussed along with the discussion of free time. The other two were male-female relations, especially the behavior of the young men in the living areas of the women, and the use of drugs and alcohol. General male-female relations were left to the discretion of the individuals involved. However, a decision was made that members of the total community should confront people with their behavior when anyone felt another was out of line or being potentially harmful. The women campers set up rules about where and when the young men would be allowed in their living areas. Regarding the issue of drugs and alcohol, the staff confronted those it suspected and raised the issue over and over with influential campers and to the community as a whole. When the probation officers and a person some campers felt was a narcotics agent visited the camp, the staff raised the question about the existence of the entire camp if it ran the risk of the possibility of a few campers becoming "involved" over the use of drugs or alcohol. The result was that the community members, without fanfare, decided that the use of drugs and alcohol was to be discontinued. Although the incidence of really heavy drug use or alcohol consumption was never apparent, after the second week the use of drugs and alcohol seemed to stop completely.

As mentioned, the issue of whether or not to keep the camp open was raised by the "antisocial" behavior of a small number of the campers who were occupying 90% of the time of the staff, and the more general issue of direction and purpose for the camp. Staff debated among themselves first and then very overtly presented the issue to the camp community via leaflets posted about the camp in the wee hours of the morning and a call to action (see Example 2). The leaflets resulted in a series of staff/camper meetings at which the issues were discussed and resolutions posted (see Example 3), followed by a meeting of the staff with a group of representatives of the H.R. groups to arrive at a final decision. The final decision (see Example 4) was to keep the camp open and for people to get with it or to consider alternatives to staying at the camp for the remainder of the session. The decision was accepted by the vast majority but resulted in eight campers going home.

The final issue of the camp session was whether the objectives of the camp could be further met by staying open past Wednesday of the fourth week. As a result of the way in which the campers had planned for the fourth week, there was an obvious split between the "white middle-class" group taking over and the passive attitude and behavior of the remainder of the campers in letting this happen. Also, the behavior during the first day of classes in the fourth week indicated to the staff that for the majority of the campers the learning community no longer existed. The Project Director and Assistant Project Director first debated the question of closing shortly after the Monday planning session. It was decided to prepare and administer the evaluation questionnaire (see Section III) and, based on the results, the issue would be raised with the entire staff. On Tuesday night the results of the questionnaire were processed and it was decided to hold a 7:00 A.M. staff meeting to discuss the issue with the entire staff. The staff decided to present the issue to the campers right after breakfast, and if the whole community agreed to close, it would be done. The entire community discussed the issue and all of its facets. The final decision was to close, and the entire community supported the decision and all worked to make the closing a smooth, orderly, but tear-jerking, affair.

The final decision about what the results of the camp will be in terms of campers' community involvement and action will have to be determined and will be reported in the final report. The issue was raised as a part of the basic plan of the camp and was emphasized as the major learning to be gained by closing early; that is, that the work of the camp did not have time limits or limited to work done at the H-Bar-G Ranch but rather was something that each person would have to think about when he or she went home. This decision rests with each person, with camp staff acting as resource and support wherever needed in deciding what to do or how to carry it out.

Example 1

Schedule for Sunday Evening

7:00-9:00 P.M. All Cabins meet, with all Campers

Where are we now?

A. Individuals write expectations they now have
   1. individually
   2. for the camp
   3. for the program

B. Discuss the written things and the camp's expectations. Write down results and turn in to Rich Rocchio.

C. Goals for rest of program
   1. Individual goals)Write down results and
   2. Group and Camp goals)turn in to Rich.

D. Camp and Personal Problems: Based on what has happened what can we expect for next week?
   1. What are the problems?)Write down results and
   2. How do we work on solving them?)turn in to Rich.

E. Hand out and discuss Camp Clean-Up Schedule, posting a copy in each cabin. (Rich will deliver Schedule to each cabin before 8:30 P.M.)

Example 2

Problem: Should the Camp close?

If the Camp continues the way it has been going, it will be closed by outsiders or by lack of interest from the inside.

If you care, let us* Know by 1:00 P.M. today.

Signed,

*The Staff

Example 3A

The H.R. group is a group that solves problems and takes action together.

To solve problems and take action
1) the group must have the same people all the time;
2) all members must see themselves as important parts of the group; and
3) the members must want to work together to take action on something the group has decided is important.

Agenda

Should the camp stay open; if so, why?

What will have to be done by campers and staff to keep it open?

What kind of camp should this camp be (goals)?

Should everybody participate? If everyone does not, what happens?

What can the staff do? What can your H.R. group do?

Example 3B (Unedited)

RESPONSE AND FEEDBACK TO SATURDAY NIGHT'S AGENDA

Question A: Should the camp stay open; if so, why?

Group I - Paul Acosta

Response: Yes, the camp should stay open because we are learning something. They may be different things than we expected to learn, but most of us are learning something. Also, the camp helps us to solve prejudice. It gives us the leadership training, the ability to solve problems. If we give up now, we are then admitting that we can't handle the problems of the world.

Feedback:
1. Is the something we are learning worth $60,000?
2. What is the evidence that the camp has helped solve prejudice? Aren't some people more prejudiced than before?
3. Report as written seems a group view and to represent consensus. Neat and organized.

Group II - Raymond Scott

Response: Yes, because we want to accomplish the goals that we have set up (details later).

Feedback:
1. Is there any evidence that you have accomplished any of the goals, or that we have even begun to make any progress?
2. Report clear and seems a positive commitment.

Group III - David Anderson

Response:

Feedback: Are we learning $60,000 worth?
We don't see a consensus here.
True responsibility is being able to admit failure--having failure and not admitting it is cop out.
What is "demonstrated unit" or "ray of hope"?

Group IV - Paul Brubaker

Response: 1. (a) Because the project is an experiment, the camp should remain open in order to evaluate the entire project.
- (b) Because it may help people.
- (c) Because closing may hurt individuals' feelings.
- (d) Because 10 students will have radical alternatives for their high schools.

Feedback:
- (a) Camp (experiment) cannot continue as is; as is, the experiment is over.
- (b) What is the evidence that it may help people? In fact, many have already been seriously hurt.
- (c) Again it is hurting people a great deal while open.
- (d) $60,000 for 1/7 of the camp?

Group V - Stephen Lenton

Response: Yes, it is possible that by staying we might fulfill some of the original objectives, but more importantly, by remaining open we serve as guinea pigs so that next year's program might be more successful. Nothing would be accomplished by closing.

Feedback: Report is not easily readable.
What is evidence "we might fulfill some of the original objectives"?
As an experiment, the camp as currently functioning (not functioning) is over.
Many things can be accomplished by closing: (1) Evidence of responsibility by admitting failure; (2) saving more money from being wasted (3) end the physical and emotional damage to individuals currently taking place; (4) avoid a bust; (5) avoid additional property damage; (6) avoid trying to make a failure seem a success; etc.

Group VI - Glenn Towery

Response: A. Yes.

1. Good place to learn to follow objectives set up in goals of Twin Owls Mtn. Camp literature - (a) leadership skills (b) communication skills (c) establishing effective relationship skills.
2. Representing a small world - (a) coping with problems (b) if we can't solve our problems then how can we solve them in the outside world?
3. Setting an example
4. Relating to people - (a) ourselves (b) other people (c) the world

Feedback: With camp as it is now, can the objectives realistically be met?
Are we a real community or a collection of warring groups, a collection of people without purpose? What evidence is there that we are an effective community?
What problems have we already solved? What solutions for solving current problems do you have?
What is the example we are setting? Chaos, fighting, apathy, drugs, sex.
Are people really relating? What is the evidence? During free time are people really trying to get to know members with other backgrounds or spending most of their time with people most like them?

Peg's Old Group

Response: Yes, to show that different people can work and live together as a learning community.
Yes, to help make Rich's program work.
Yes, because it has been a great learning experience that must continue.

Feedback: Where is the evidence that we can learn and work together?
Rich cares, but can admit and learn from failure; besides, it is not my program alone.
$60,000 worth of learning? And what is the evidence that more can be learned. We have in fact come to an end. It can't be really half-way through if it goes on the same way.

Question B: What will have to be done by campers and staff to keep it open?

Group I Response:

We should stop the business with the drugs and liquors and smoking. At least, if we can't stop the drugs, for the sake of the others who care, we should hide it while we are up here. We should also participate.

Feedback: How do we stop those things?
What do we do with people who don't stop?
Is it really possible to hide those activities? Hiding is not solving.
What does participate mean?
What do we do when people don't participate?

Group II Response:

A. Quit fucking around and cut out the bullshit and get back to it. (staff included)

CAMPERS

1. try to go to classes
2. try to get along with your fellow comrades
3. try to get to 2 activities a day
4. start caring
5. more organization with activities
6. take some of the responsibility off the staff

STAFF

1. More organization with activities
2. less apathy
3. less phoniness (right on, example)

Feedback: Cut out the bullshit and fucking around and be specific, clear, organized, constructive, etc.
Attendance in class is not enough. Attendance is not participation.
Don't "try to go to class;" commit yourself to learning as much as you can or go home.
There is a difference between saying "I will try to get along with others" and "I will get along with others."
Two activities per day is not a commitment. Either learn as much as you can all the time or leave.
"Caring" is not observable. Action must take place.
Campers must organize activities.
Which responsibilities of the staff should be shared?
Regarding staff "apathy," the community must understand the role and responsibilities of the staff as well as their human capacities.

Group III Response:

1. Get yourself together: with honesty, trust, concern, self-discipline, respect, self-confidence, involvement, self-respect, self-understanding and responsiblity.
2. To get H.R. together as a working unit by being concerned and responsible for each other, getting to know yourself and others, getting everyone involved, using effective feedback and communication within the group, understanding each other, to have humor within the group, to cope with problems we have and not hide them, don't be afraid to speak, keeping on the subject (interesting subjects), listen to each other, concern with the goals.

Feedback: Good goals -- now work toward them.

Group IV Response:

Campers should (a) go to classes to try to test them out. If campers are disappointed, then they should change classes according to their own interests. (b) Choose a personal goal area from the camp's four (man and himself, man, etc.) and attain those goals.

Feedback: The week of orientation plus the week of Free University should have been used to "change classes." We cannot be trying things out all four weeks.
Please do choose a personal goal area and attain those goals.

Group V Response:

Initiation, cooperation and participation.
Government by the campers for the campers shall not perish from this camp. Campers must take individual responsibility, and we should break free from the crisis syndrome. Do it!

Feedback: Be specific - What do we do? How do we do it?

Group VI Response:

(a) Following exactly the skills in communicating with other people and establishing effective relationship with them.
(b) Bring out these points in the following order.
    1. Man's relationship to himself
        (a) later relating (1) other people (2) nature
    2. Man's relationship to other men
        (a) working together (b) sharing ideas (c) live in harmony
    3. Man's relationship to nature
        (1) natural world (a) appreciator (b) conservation
    4. Man's relationship to man-made world (1) change (2) plans

Feedback: Your objectives are excellent. Now all that is needed is a way to meet those objectives. Be creative!

Peg's Group Response:

Get people interested.
Campers give staff ideas on how to get things done.

Feedback: Can anyone force people to be interested?
The campers' way of getting things done is the staff's first concern.
Please tell the staff what has to be done and how you can do it.

Question C: What kind of camp should this be (goals)?

Group I Response:

We want to obtain these qualities:

1. Interracial brotherhood
2. Learning how to face problems
3. Learning how to discuss the problems
4. Learning how to lead others
5. Communication
6. Trust, concern
7. Solving problems in our own community

Feedback: These are excellent goals. We need specific methods to attain these plus a commitment to work on them outside the H.R. groups as well.

Group II Response:

- A. Teach ecology and use that knowledge here at camp so that you can apply what you learned to a larger scale (such as Denver).
- B. Being able to relate to people from other backgrounds, environments, and cultures, understand and respect their points of view.
- C. To learn by experience.
- D. To learn how to be rational while solving a problem. Using the problems created at camp as the learning experience.
- E. Learn to understand yourself through your relationships with others.
- F. Learn how to express and communicate effectively.

Feedback: The staff needs to know what kind of skills you want to learn by experience.
Have you used the creative problem-solving technique to solve any of your problems?
Do you give and receive responsible feedback in your relationships with others outside of H.R.?

Group III Response:

Get yourself together....
Get H.R. together....
Get camp together!

Camper responsibility as well as staff responsibility.

Feedback: What is together?
Most people already think that they're together.
How have you helped get your H.R. group together? Be specific.
"Getting together" involves sharing of information rather than giving advice.

Group IV Response:

Camp should

(a) use the creative problem-solving method.

(b) increase the intensity and mumbar of human relations training

(c) eventually everyone should participate

Feedback: (a) Has your group used the creative problem-solving method yet? Do you know what it is?

(b) Thank you for expressing your needs about intensified H.R. sessions. Please inform people of its availability. Continue to register your needs.

(c) We cannot wait for "eventually".

Group V Response:

In order to assure pliable objectives which everyone can use in his own individual way, the following goals should be established as a guideline:

Individual's relating to
  Man to himself
  Man to man
  Man to nature
  Man to society

Feedback: Haven't these goals already been established for individuals to meet in their own individual way?

Group VI Response:

1. Follow objectives set in Goals of Twin Owls Mtn. Camp literature.
   (a) creative problem-solving skills
      1. applying self
      2. applying to others
      3. applying to world
   (b) skill in communication with other people and establishing effective relationship with them
   (c) leadership skill development
   (d) personal growth and development

Feedback: The staff has not yet provided H.R. tasks for leadership skill development.
Haven't the other objectives already been publicized and available for individuals and groups?

Peg's Group Response:

Live and learn together.
Work together on problem solving.
Try to reach people who aren't understanding.
Make it interesting so everyone will come.

Feedback: What to do is important, but suggestions as to how (specific suggestions) are necessary. We know what things we (staff and campers) might do, but do we know how, for example, to live and learn together?

Question D: Should everybody participate? If everyone does not, what happens?

Group I Response:

Yes, everybody should participate.

If everyone does not participate, his or her attention will be diverted, maybe to some kind of trouble and we will have a chaos and the camp will be forced to close down, both inside and outside.

Feedback: Good understanding of the problems, but, in order to avoid closing down, we must determine what to do with those who do not participate and how to do it.

Group II Response:

Everyone should participate.

If people don't participate under newly set goals, they should be sent home.

Feedback: How long must we test people's behavior under new goals? Can we threaten people with "probation" and expect them to be trusting, open and risk-taking?

Group III Response:

Yes....Because if we don't participate we won't learn.

....Group as a whole will be hurt.

....Nothing can be gotten without some giving and work.

Feedback: Good understanding of non-participation's effect on the group and on learning. We need to know what to do with the cause of the problem, the non-participants and the destructive participants.

Group IV Response:

(a) allow each person to go their own way so long as they do not harass others (i.e., ignore non-participants)

(b) send home non-participants and destructive participants.

Feedback: What should we do when others follow non-participants because they can get away with it? Can't people go their own way at another place?

What criteria do we use for sending people home?

Group V Response:

If an individual does not find that he can participate with the group, we feel that it is the group's responsibility to relate and adapt to the individual.

Eliminate the recreation period and replace it with classes, including a recreation class and new classes such as Bible analysis.

Make an effort to meet the objectives of the camp and help others to meet these goals while still remaining consistent with the philosophy of the camp.

Try to put as much responsibility in the hands of the campers as possible.

Feedback: Should the group spend most of its time dealing with the problems of the few at the expense of the growth toward the objectives?
See how easy it is to change things once a request is registered (Bible analysis - new schedule).
The staff cannot put responsibility in the hands of the campers.
Given the freedom of the camp, shouldn't the campers be responsible for the existence of themselves and the group?

Group VI Response:
If one person or a small group does not participate, what will happen?
(1) talking (2) pressure (a) mental (b) group (c) physical

Feedback: Will violence (physical pressure) result in one's participation or one's avoidance of the people?
By "talking pressure" do you mean sharing information (encouraging participation for good reasons? or giving advice ("come to class or you'll get sent home")?

Question E: What can the staff do? What can your H.R. group do?

Group I Response:
The staff should teach their subjects and act as a source of information.
The H.R. groups should establish a new program, establishing goals and decide how to reach them. The group should also take more responsibility.

Feedback: The staff has no additional responsibilities?
What will the new program be like?
Specifically, what additional responsibility will the H.R. group take?
Your report is neat but needs to be more specific.

Group II Response:
What can staff do? See No. 2
What can H.R. do? Give you a better understanding of people and themselves.

Feedback: Too general, doesn't really help us solve the problem.

Group III Response:
Staff should let the campers know what their own responsibilities are so that the campers can understand and help.
Reverse role play--staff-camper, camper-staff.
Staff can be less bossy (directive)

Feedback: Shouldn't campers decide what responsibilities they can handle well or want to handle rather than be told?
Role playing is a good idea, but for what purpose?
Doesn't the third idea conflict with the first?
Ideas on H.R. groups are very good.

Group IV Response:

(a) Staff should work as a unit: share responsibilities of campers.
(b) H.R. group should work as a unit, participate individually, reach decisions.

Feedback: The staff has been open to sharing responsibilities ever since the beginning. The staff must, however, receive campers' actions and feedback in order to respond.
Has your group worked as a unit? How will it?

Group V Response:

Keep the H.R. as a cohesive problem-solving unit where problems can be worked out, and so we can really deal with human relations.

Feedback: The staff regrets to admit that H.R. groups must change as numbers of campers and staff leave the program.
Continue to consider yourself as a problem-solving unit and you will be dealing with human relations.
Have you tried using the creative problem-solving technique as described in the objectives handout?

Group VI Response:

Follow all of the above objectives.

Feedback: Too general -- but, if you can do all of the above objectives, you will have made the camp successful.

Peg's Group Response:

The H.R. groups can be in charge of the nightly activities.

Feedback: Have we adequately taken care of your suggestion?

Example 4A

SUNDAY NIGHT H.R. AGENDA

Your H.R. group's task for tonight is to make a clear, written report which responds to the following resolution:

> The staff is tired of spending 90% of their time on 20% of the campers--the 20% who the staff feels are not helping the program and not gaining from it. Not only are we tired of spending our time and talents in this way, we refuse to continue doing so.
>
> We do not think H.R. groups alone can decide who should not stay in the program and why, but H.R. groups must help set up a system or method for making these decisions.

Results of D-Group work on what to do with the 20% who take 90% of the time:

#1 group expressed a plan for expelling certain campers and criteria for determining which campers should be expelled.

#2 group expressed the idea that each individual was responsible for each other's behavior. Campers should counsel with each other to focus on responsibilities. If this came to no avail, then the camper involved should be referred to staff for interviews.

#3 group maintained that the H.R. group should be the central place for deciding on the behavior of individuals within that group, that the group could give a 3-day probation to an individual before a decision was made about sending that person home.

#4 group maintained that people were responsible for their own behavior and that it should be dealt with in individual confrontation. Those who did not respond to this approach should be brought before a council of their peers for confrontation. And if this were required twice, then the offender should be sent home.

#5 group had a plan similar to #4.

#6 group said that the staff was wholly responsible and should deal with the situation.

#7 group said that the H.R. groups should identify the problem campers and send them to the staff for interview. Then each camper should decide for himself whether or not he should continue in the program.

#8 group said that each H.R. group is responsible for confronting their own members about behavior. This should be done tactfully, but forcefully, and a 2-day probation should be given.

Example 4B

MEETING TO DECIDE THE PROCESS OF CAMPER EVALUATION

A seven-hour meeting began at 10:30 P.M. Sunday night to discuss staff frustration with 20% of the campers who use 90% of staff time. All staff was present, and nine campers attended, representing seven HR groups. Many other concerned campers also observed the meeting.

These criteria were set up to evaluate all campers. The criteria are:

- Class attendance
- Group participation
- Interest in goals
- Maturity
- Drunkenness
- Drugs
- Attitude
- Concern
- Responsibility
- Self discipline
- Deliberately destructive
- Honesty
- Respect
- "Excessive" sex
- Cooperation
- Problem-solving
- Accomplishment to date
- Accepts feedback and faces own behavior
- Understanding
- Rational communication
- Sincerely working
- Emotional stability
- Basic knowledge skills
- Prejudice
- Keeps trying until proven it doesn't work
- Health

The committee discussed these qualities as they applied to all campers. Where there was a question as to the quality, the committee made a list of those campers, and they will talk with Rich about it. Also, some campers asked to get feedback from Rich and the staff.

The procedure will be:

a. The camper will be notified that he should talk to Rich.

b. The camper may bring no more than two friends (campers or staff) with him.

c. Rich will conduct the interview, and he may ask the camper if he can have one other staff attend.

d. Together, this group will discuss the feedback. However, if the visitors are preventing feedback, Rich may ask them to leave.

6. Camp Activities - Individual Components

The following is a brief description of the various classes and activities conducted during the camp session.

ECOLOGY AND ENVIRONMENT

Ecology and Environment, originally scheduled to be a core area of study at Twin Owls Mountain Camp, actually involved no more than 35% of the campers in any formal activity. Taught by Peg Talburtt, the course was designed to develop a theoretical ecological framework and problem-solving skills which all campers could utilize in the problems they face in their local social and natural environment.

To accomlish those ends, the course was scheduled four times a day in two-hour sessions for the first week. The first day's classes were well attended (usually ten campers per group) and participation was quite good. The format was to use a critical incidents test and small group discussion. Four ecological problems and a number of responses for each were given to the participant (see Example A). He was to first evaluate each response, noting his ideas and solution implications on paper. Small group discussions then began to decide the most important of the four problems and its potential solution -- as a group. The emphasis was both on group problem-solving skills and ecological awareness. Following this exploration and evaluation stage, the entire class met to discuss a generalized framework and to determine new objectives for future classes.

The first day of classes followed this program well and discussion was varied and constructive. Some groups chose the problems immediately, and their solutions were long-range and comprehensive. Other groups never could choose a problem, which notes a certain failure as a procedural unit although they still had worthwhile discussions and learning experiences. Specifically, it would be safe to generalize that the Blacks felt a here and now problem involving a ghetto (Problems 1 and 3 had priorities), while most Whites chose the year 2000 population problem (Problem 4). There was no right or wrong problem, as each was as real and necessary as the other. Consequently, the matter discussed was the priority system of the individual and his notion of society's ills -- such as racism, poverty, and discrimination. At this point in the camp's history, such discussion was most relevant to the camp's problems (racism, poverty, and discrimination) especially as the Black/White cross-cultural experience was at a confrontation stage.

In terms of ecology, the class dynamics were applied to two ecological frameworks. The simpler was the ecological interrelationship of action-reaction-coaction. In other words, no action by man is without repercussion. Something reacts to him and together they coact in a positive or negative manner. All classes received this concept, and it was also applied to camp problems -- as fist fighting or our own garbage pollution. Some classes also studied the more detailed, sophisticated explanation of human ecology (see Example B) and discussed future problems to study. For the most part, this methodology was successful, given two factors: (1) the campers' presence in class and (2) the basic intellectual skills necessary to read, discuss and comprehend the material. The problem was these points were not givens.

However, by the second day of camp, the first racial crisis, all night meeting, and sleep-in morning had been experienced. From this point on, the class schedule suffered. In the first place, only two of the four daily classes met. Secondly, the class periods were generally spent discussing racism, prejudice, and the specific problems of the camp. For the most part these talks were beneficial. The list of Black demands, which later became the backbone of the camp activity, was the product of one class. Indian, Black, and Chicano cultures were explored and compared, especially as related to cowboy technology, social pollution and ecological interrelatedness. Nonetheless, only half the camp was attending classes. The remainder were the most vocal in expressing distaste for ecology, traditional classes, and the irrelevance of most camp activities.

Ecology and Environment suffered from these criticisms. Because of the critical incidents test, which seemed too much like "school," many were scared away or unable to participate because of a lack of the proper intellectual skills. By the end of the first week, ecology classes had been experienced by less than half of the camp. In part, this was due to the campers' refusal to expose themselves to the class (sleep was more important). Further, most had a stereotype impression of ecology as tin can pick up. To city kids the relevancy is minimal. The title "ecology" sounded like a disease to many campers and, hence, avoidance. The vocabulary was often too intellectual for the majority of the camp members, which was of course in part the instructor's fault. In all, the problems within Ecology parallelled those of the camp. Segregation because of different areas of concern, different levels of sophistication and intellect, non-participation, misinterpretation of camp goals, objectives and methodology, and leadership by an elite were all reflective of the class and camp "failures."

In the following weeks, the Ecology class was composed of only those interested, capable students who were the most motivated. In theory, the class was a good model of experiential learning. Together, the class and instructor explored interests and problems -- from a local Estes Park pollution problem to individual hometown action. The class (about fifteen white, middle-class student leaders) decided to study the local Estes Park problem. Objectives were set: the education of self, education about the local neighborhood, and education concerning the power structure surrounding the problem (see Example C). Goals, originally, were to publish several newsletters about the problem; to plan a teach-in to involve the entire camp; to "apprentice" with local ranchers for a day to observe their problems; and to spend the last week discussing specific areas of concern the campers would face upon leaving the camp. From this point, the class became self-directive with the staff member acting as a consultant and concept-checker.

The local high school student body president came to talk about the Estes Park situation. The class unit prepared a questionnaire (see Example D) and canvassed the business community in Estes Park. They visited dump areas and talked to the National Park Ranger. Data collection was then somewhat complete and problem evaluation began.

Due to other camp concerns, some class time was lost and goal evaluation was reviewed. It was decided to limit the newsletter to one issue. However, the articles for the newsletter were not completed until the day the camp closed and consequently no publication was possible. However, that was not the most important point. Experiential learning was complete. The campers had identified their problems, collected data, explored possible solutions and modes of action, evaluated these and applied the feedback to new ideas and problems. Of further interest is the fact that since the class' survey the Estes Park community has begun a campaign to investigate their dumping procedures and pollution problems.

For those who participated, the experience was positive. The class discovered that ecology is a way of life; a demand on consciousness; a framework for change. Proof of this was in the data they collected and the articles they chose to write, which parallelled these themes. While the class only reached an elite of the camp, and hence one of the reasons why the camp closed early, nonetheless some of the most creative, thorough and understanding of leaders benefited from this class in Ecology and Environment.

Example A
Critical Incidents Test

Directions

In the following pages, you will be presented with a series of situational incidents which now puzzle exologists. None of these incidents is necessarily related to another. Read each incident carefully, studying the entire situation with all its implications and consequences, as if you were directly involved in it.

On a separate sheet of paper, write your name, age, and the date. When you have read the problem, study each of the five proposed solutions or responses for that incident. Then indicate, on a scale of 1 to 7 (1 meaning you do not agree, 5 meaning you agree somewhat, and 7 meaning you agree completely) how much you support each of the alternatives as an appropriate response or as an action you would take. Be sure to note on another piece of paper all the ideas and implications (practical or impractical) which come to mind. These will be used in later discussion.

Problems

1. As a staff member for the Community Action Program, I decided that what our community needed most was a low cost medical and health center in a poorer section of town where the people were mostly members of

a minority group. Because of the apathy and indifference of the people in this part of town, I could not seem to get them interested in supporting such a project. However, I was able to obtain some support and sponsorship for this project from clubs in the wealthier section of town.

a) If the people in the poorer section of town don't know what they need, or don't care, they need the help of someone who does care. I would stay with it and show them why a health center would be good for them, and work my way into their confidence so that they would trust my judgment.

b) After all the work I had put in on this project I would somehow bring it to completion regardless of whether I had the minority group's support so that I would not get the reputation of being a failure or a quitter.

c) I would take advantage of the support that I had obtained from the clubs in the wealthier part of town, get other volunteers to help me, and despite the poor people's apathy and indifference, we would build and try to get them involved.

d) Since the people in the poor area of the community do not seem to care, I would forget the center and work on another project that might be more productive.

2. The Hazard Park problems. It is a Mexican American park in Los Angeles that is threatened. The site is used as a chief building site for a verterans' hospital; and in exchange for the park, a location in West Los Angeles is given as a new park. West Los Angeles is affluent, comparatively speaking. They have mobility, they can drive to recreational areas, and it is a reverse Robin Hood kind of thing. It is really quite upsetting when it comes to a fight to save their recreational facilities. The Mexican Americans can't afford recreational diversion on the weekend. They are eking out a bare living. So the middle classes have to fight the fight. We are upset when the ghettos are smoldering. They will go on smoldering until the middle classes get in and work on that level.

As an ecologist, I would:

a) Contact the middle class interest groups to save the Mexican American park.

b) Organize the local Mexican Americans to fight City Hall and preserye the park.

c) Demand the State Legislature save the park, for this "turf" is of larger importance.

d) Forget this park but seek compensation in that the new hospital might employ the local people. Besides, economics is more necessary.

e) Analyze the service and disservice of the park to the entire city and accept the conclusion regardless.

3. Upon arrival at my assignment as a teacher's aide, I found a school with buildings which needed repair. Equipment was neglected or unused, the curriculum was poor, and teaching methods outdated. The principal was new and unsure of himself, had a poor and indifferent staff, and needed and wanted help.

a) I would investigate all aspects of the situation, poke into every nook and ask questions of everyone involved. I would then list everything that needed to be repaired, replaced, cleaned, or altered and work on each problem one by one until I had remedied them all.

b) I would try to help the principal and his staff see the realities of the situation and support them in their efforts to solve the many problems.

c) As only a teacher's aide with very little influence, it would not be my responsibility to try to remedy such a hopeless situation.

d) I would help the principal and the teachers all that I could by showing them how to upgrade their curriculum and teaching methods. I would help wherever I could, by teaching classes, working in the office, etc.

e) I would try to work with the principal and his staff to show them how bad things really are. If I could get them to listen to me, I would become a respected and valued member of the staff.

4. It is the year 2000. The President of the United States has announced that a sterilization chemical has been added to the water supply systems of every community in the country. Only the U. S. Birth Control Department has the antidote for the chemical. Married couples who desire to have children must submit an application to the U. S. Birth Control Department. All persons now residing in old age homes will be transferred to the new Euthanasia Centers. All infirm persons over the age of 75 will also be transferred to the Euthanasia Centers following the next national census. The above stringent program has been initiated due to the increased threats by countries around the workd, including our former allies, to destroy U. S. businesses based in other countries. The United States is accused of sucking the world's non-renewable natural resources dry. With only 6% of the world's population, the U. S. is using up 70 to 80% of the world's remaining non-renewable natural resources.

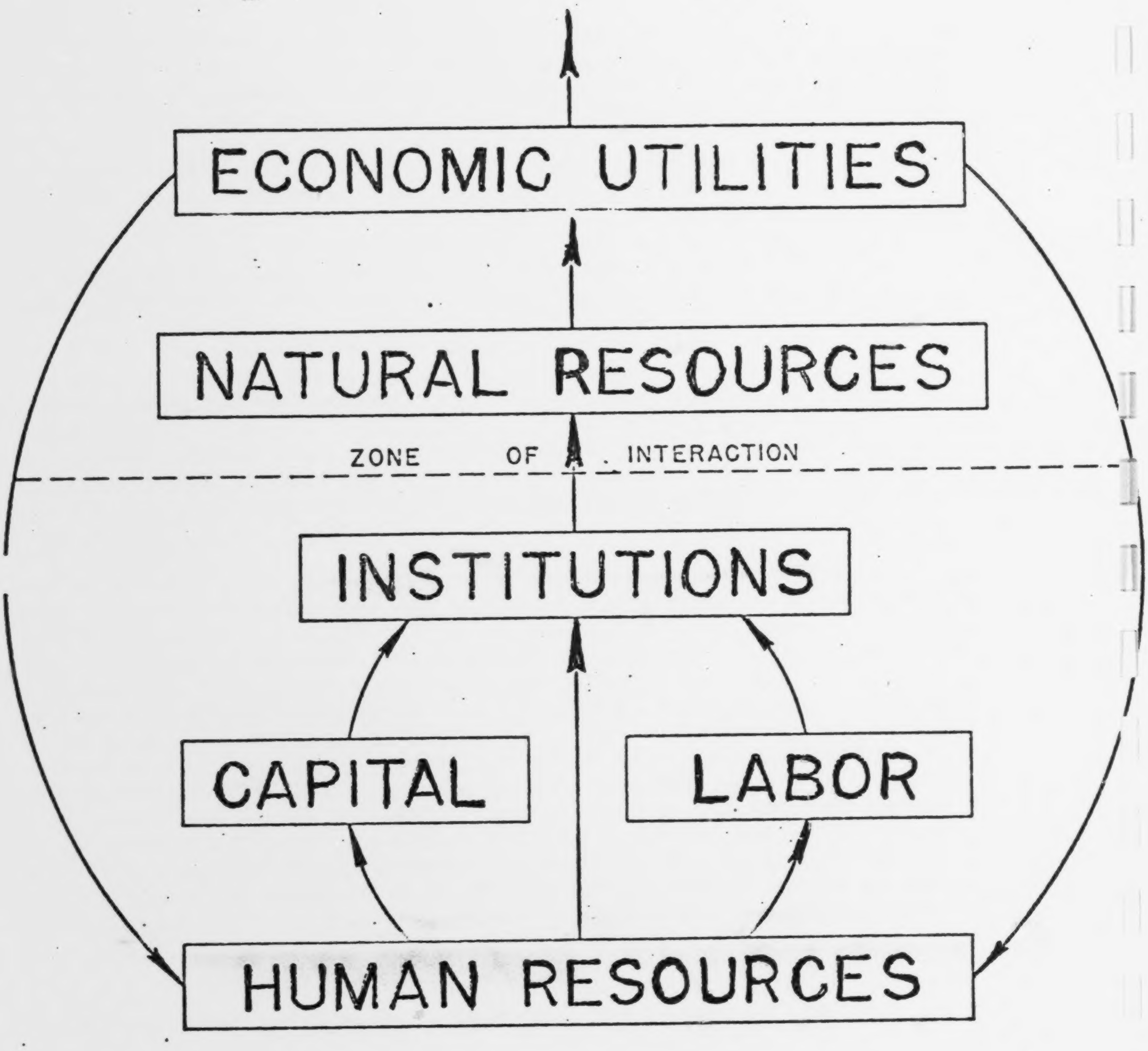
a) The problem was foreseeable and natural.

b) Typical of the Government -- so big they control everything.

c) It's a "Commie" plot to take over the world.

d) It's a social problem and should have been dealt with ten years ago.

e) It's the individual's fault -- how he used his resources and his ideas.


ECONOMIC UTILITIES
NATURAL RESOURCES
ZONE OF INTERACTION
INSTITUTIONS
CAPITAL
LABOR
HUMAN RESOURCES

Example B

SIMPLE SCHEMA OF THE HUMAN ECOSYSTEM

Example C
Ecology Objectives

I. Personal Education of Environmental Crisis

- A. Firsthand observations of polluted sites
  1. Trash areas
  2. Estes Park
  3. Nearby streams, lakes, etc.

- B. Discussion with local groups
  1. High school
  2. Sierra Club representative and other conservation groups
  3. Nearby ranchers
     - a) Fertilizers
     - b) Insecticides
     - c) Trash dumping
     - d) Tourists and related problems

II. Educating Others

- A. Application at home
- B. Investigation of H Bar G activities
- C. Surrounding ranchers

III. Active Application

- A. Newspaper
  1. One-page Estes Park distribution
  2. Involvement of Estes Park residents
  3. 50 - 300 copies for distribution in Estes Park

Example D
Questionnaire

1. Introduction

2. a) Do you feel there is a problem with pollution?

   b) Other sources feel the garbage dump is a problem.

      (1) Do you agree?
      (2) Do you know how garbage is processed here?
      (3) How do you do it?

   c) What to do?

   d) We plan to publish an ecological newsletter.

      (1) Will you contribute?
      (2) Will you distribute?

3. Further comments and ideas

HUMAN RELATIONS LABORATORIES

These groups were designed originally to teach creative problem-solving skills, enhance communication ability, develop leadership skills, and provide for significant personal and inter-personal growth. Groups were as heterogenous as possible, giving consideration to sex, ethnic background, maturity, economic background, leadership ability, cabin assignment, etc. Seven staff members were primarily responsible for the nine ten-member groups originally organized: Paul Acosta, David Anderson, Paul Brubaker, Ron Carbin, Stephen Lenton, Raymond Scott, and Glenn Towery. Lenton and Towery originally handled two groups each. On occasion, other staff members were involved as assistants or substitutes: Lynn Bussey, Ronald Hill, and Peg Talburtt.

As attrition affected the size of the groups, some were dissolved and members reassigned. Brubaker's group was dispersed during the second week, and he took one of Lenton's two groups. Carbin's group was dispersed upon his resignation. Towery's second group was disbanded at the beginning of the third week and members reassigned. The lack of stability was one of many problems characteristic of the Human Relations component. Originally there were nine HR groups; at closure there were six groups.

The primary subject matter for the human relations laboratories is contained in the "Discussion Group Objectives and Schedule for Weeks 1 and 2" which follow. The nine sessions described were primarily designed by Dr. Michael Tucker, special consultant for the program. Human Relations laboratories were also utilized for discussion and solution of specific camp problems: evaluating fellow HR members in terms of attainment of the nineteen objectives set for the first six sessions, evaluating training staff, the how and why of camp operation (two sessions), and completing the final evaluation forms. Of the two sessions which dealt with camp management, one was spent drawing up a report of why and how the camp should remain open, and the other evaluating the written feedback the staff provided regarding each group's report.

Of the nine sessions, those concerning feedback and leadership (5 and 7-9) seem to have been best presented and received. Trust activities were sometimes merely games -- during the blindfold activity, the campers in some groups may have learned more about blindness than giving and receiving help. In a few groups, behavioral objectives were presented as content and learned as content. Session 6 was apparently the weakest, but this may be resultant from constant program and group composition interruptions.

The groups met in work sessions roughly fourteen times. Occasional staff absences, conflicting camp activities, and camper fatigue affected each group differently. Differences in enthusiasm, training, creativity and sense of responsibility among the staff members also insured the impossibility of a universal human relations program. All campers and staff members were provided copies of the objectives and schedule, but the process and level of attainment is thought to have varied considerably.

Although attendance at Human Relations was never 100%, campers and staff agreed that it was indeed one of the most, if not the most, important educative experiences provided during the Twin Owls Mountain Camp.

"Special Human Relations" was an activity requested by a group of fifteen campers during the third and fourth weeks of the program. Stephen Lenton was specifically asked to lead such a group. The request was resultant from a variety of feelings: 1) My HR group is failing; 2) My HR group works too slowly because many members are lazy, too young or lacking in seriousness; 3) I find HR the best part of the program and want more; 4) My HR group leader isn't good; 5) I want to experience a demonstration HR group; 6) I want additional things not currently programmed for regular HR; 7) I want a homogeneous group to cover the same topics as regular HR but in greater depth; and 8) I want greater focus on individuals than is done in regular HR.

Rather than compete with regular HR or run the risk of useless repetition, the decision was made to run Special HR basically as an encounter group, focusing primarily on openness, risk taking, empathy and awareness, and understanding specific individuals as opposed to group process and dynamics.

A shaky start, the Long's Peak expedition, and early closure resulted in Special HR meeting only four times. The regular meeting time was 10:00 p.m. to midnight.

The first session was devoted to getting to know one another and the composition of the group in terms of self-perception, problems and background. The method utilized: 1) each participant listed three adjectives on a 3x5 card which described himself; 2) the cards were put in the middle of the circle; 3) one by one a card was drawn, each time by a different participant, and the adjectives read; 4) the group discussed who they thought the person was who wrote the card, but were not allowed to ask, "Is this your card?" The session was successful, primarily because the participants knew enough about group process and the purpose of the activity that they refused to make it a game instead of a learning experience.

The second session was concerned with empathy. Each participant wrote on a 3x5 card "something you would find very difficult to say even to a friend -- difficult, but not impossible." Cards were put in the middle and drawn one by one. Each participant drew a card, read the "secret" and explained how he would feel if it were his card. The group provided feedback on his ability to empathize and their perspectives on the situation. Sample cards were: 1) I'm still a virgin; 2) I fathered a child that was accidentally aborted; 3) My brother was committed to a mental institution; 4) I have a high I.Q.; 5) My friend committed suicide; and 6) All of my life is a waste. Special HR was always a little like walking on eggs, because individuals came into the room with emotions rubbed raw by the daily program activity and by lives which indeed were full of problems.

At the suggestion of one camper, the third session was spent in the dark with each participant presenting his happiest and saddest moments. For a trainer, the evening was like a survey of resources. Of sixteen participants, seven were from broken homes; of that seven, the disruption was often more a shattering than a breaking. Other problems brought to light were smother love, lack of affection, fear of physical violence from other campers, racial and sexual identity problems, inability to feel and/or communicate, intense sibling rivalry, etc. There was a gold mine of problems; but it was only more evident than before that there would not be enough time to even begin to help particular individuals with particular problems.

The fourth and final session was difficult and unfocused. Some participants were caught up in flight, having just completed the final evaluation form. Others, almost positive that the camp was closing the following day and that such was a secret, wanted an intense final session. Finally the group focused on one member and settled down to working on his specific problems.

The Special HR group was very successful. Attendance was regular and participants prompt. Potential new members had to be turned away at every meeting because the size (15) was already awkward. Perhaps the most unique and one of the most interesting aspects of the group was that two staff members were participants. The campers accepted them as equals, giving them and receiving from them feedback. Special HR was all too short and at a very poor time, but still a needed and successful component. Of the fifteen campers who in the final evaluation specifically listed HR as an educative component, one-third specifically mentioned "Special HR."

Week 1

Discussion Group Objectives and Schedule

Consistent with the terminal instructional objectives for the Discussion Group activities portion of the Camp-Workshop, it is intended that each Group participant will achieve the following objectives during the first week's activities.

Session I

Activities:

A. Introductions and acquaintance exercises

   1. Eye-to-eye exercise
   2. Alter-ego, back of the head exercise (each person report on who he is and what his expectations for the program are)

B. Explanation of the purpose of the group and how it will function

   1. Hand out and discuss terminal instructional objectives for the Group activities, and compare with the group's expectations.

2. Hand out and discuss objectives and schedule of activities for Week 1.

3. Explanation and discussion of the role of the staff member-trainer in the group.

Objectives:

When each group member has completed the activities in Session 1, he should be able to:

- identify each group member by name and relate something about him that is relevant to the group;
- describe the importance of non-verbal information in effective communication;
- describe the difference between "here and now" and "there and then" information, and why the former is important for effective group interaction;
- identify his own expectations for the camp-workshop activities;
- describe the purpose of the Discussion Group and how the group's activities will proceed;
- describe the role of the staff member-trainer in the group.

Support Papers and Materials*:

1. "Goals and Terminal Instructional Objectives for the Discussion Group Activities"
2. "Discussion Group Objectives and Schedule for Week 1"
3. "Here and Now vs. There and Then"
4. "The Discussion Group"

***

Session 2

Activities:

A. Ecology Critical Questions Exercise

   1. Individual work on ten critical questions items
   2. Discussion group consensus on solutions to critical questions items

*All materials used will be found in Appendix H.

B. Group Process Evaluation

1. Individual completion of the six-item "Group Process Evaluation Scale"
2. Consolidation of the individual responses
3. Discussion of the evaluation

Objectives:

When each group member has completed the activities in Session 2, he should be able to:

- identify at least one of the basic ecological principles involved in each of the ten case study items;
- describe the meaning of a group consensus and identify the extent to which his group was successful in achieving a consensus in each of the case study items;
- describe the difference between group content and group process;
- observe and evaluate the communication processes existant in his group.

Support Papers and Materials:

1. "Ten-item Ecological Critical Questions Exercise"
2. "Group Process Evaluation Scale"

***

Session 3

Activities:

A. Blindfold Trust Exercise

1. Half of the group is blindfolded while members of the other half help them through lunch or dinner
2. Discussion of relationships, trust, giving and receiving help, and feelings about the exercise
3. Other half of the group participate in the blindfold exercise
4. Second discussion

Objectives:

When each group member has completed the activities in Session 3, he should be able to:

- describe the meaning of trust and giving and receiving help by identifying how he feels about the person who helped him while blindfolded and how he feels about the person he helped.

Support Papers and Materials:

1. Five blindfolds

***

Session 4

Activities:

A. One-way/Two-Way Communication Exercise

B. Discussion of the communication process, emphasizing the importance of non-verbal information and feedback of information in effective communication.

Objectives:

When each group member has completed the activities in Session 4, he should be able to:

- describe the difference between one-way and two-way communication;

- describe the importance of non-verbal cues for effective communication;

- describe the importance of feedback of information for effective communication.

Support Papers and Materials:

1. 20 sets of blocks

***

Session 5

Activities:

A. Presentation and discussion of the Johari Window Frame as a conceptual tool to use in understanding oneself in relation to other people.

B. Presentation and discussion of three emotional prototypes:

   1. The person who accepts aggression but rejects affection

   2. The person who accepts affection but rejects aggression

   3. The person who rejects both affection and aggression, preferring to intellectualize everything

C. Group discussion on the three prototypes, everyone trying to identify himself as much as possible with one of the three

D. Presentation and discussion of giving and receiving responsible feedback:

   1. Responsible feedback exercise - each group member practice giving and receiving feedback.

Objectives:

When each group member has completed the activities in Session 5, he should be able to:

- use the Johari Window Frame in describing the relationships between an individual and other people;
- identify his behavior in terms of his own mode of reaction to affection and aggression;
- identify (a) the lack of feedback, (b) when feedback is responsible, and (c) when feedback is not responsible in effective communication;
- give and receive feedback in a responsible way with other members of his group.

Support Papers and Materials:

1. "The Johari Window Frame"
2. "Responsible Feedback"

***

Session 6

Activities:

A. Fall and Catch Trust Exercise

B. Discussion of trust, giving and receiving help, and relationships among members of the group.

Objectives:

When each group member has completed the activities in Session 6, he should be able to:

- o discuss freely with the other members of his group the trust relationship he has established with them and the importance of trust in maintaining an effective relationship.

Week 2
Discussion Group Objectives and Schedule

Consistent with the terminal instructional objectives for the Discussion Group activities portion of the Camp-Workshop, and following the activities for Week 1, it is intended that each Group participant will achieve the following objectives during the second week's activities.

Session 7

Activities:

A. Leadership Case Study Exercise

    1. Individual work on four leadership case studies
    2. Discussion group consensus on solutions to the case studies

B. Group Process Evaluation

    1. Individual completion of the 12-item Discussion Group Questionnaire
    2. Consolidation of the individual responses
    3. Discussion of the evaluation

Objectives:

When each group member has completed the activities in Session 7, he should be able to:

- o identify several styles of leadership and describe the consequences of each style in terms of the achievement of group objectives;

- o identify and evaluate communication processes in a group according to the 12-item Discussion Group Questionnaire

Support Papers and Materials:

1. "Leadership Case Study Exercise"
2. "Discussion Group Questionnaire"

Session 8

Activities:

A. Presentation and Discussion of the Leadership Style Grid

B. Group Members consider the Grid in relation to the Case Study Exercise

Objectives:

When each group member has completed the activities in Session 8, he should be able to:

- identify the four styles of leadership presented in the Leadership Style Grid and describe the consequences of each style in terms of the achievement of group objectives;
- use the Leadership Style Grid in making decisions concerning the direction of group activities.

Support Papers and Materials:

1. "The Leadership Style Grid"

***

Session 9

Activities:

A. Individual Roles in the Group/Shared Leadership Exercise

   1. Individuals assess the extent to which each member of the group fulfills each of the roles described in the Group Role Checklist
   2. Consolidation of the group responses
   3. Individual feedback and discussion of the responses

B. Presentation and discussion of emergent or shared leadership and its relationship to the Leadership Style Grid

Objectives:

When each group member has completed the activities in Session 9, he should be able to:

- describe his group in terms of the functions defined in the Group Role Checklist;

- describe emergent or shared leadership and differentiate it from other forms of leadership;
- perform effectively as a group member by fulfilling those roles and functions he can best supply and support others in doing the same.

Support Papers and Materials:

1. "Individual Roles in the Group"
2. "Group Role Checklist"

OUTDOOR RECREATION

Outdoor Recreation was made up of a number of components. These included sports activities, camping, and hiking. Under this category, we have also included some indoor games which were popular among a small number of campers.

Initially there were two staff members assigned to direct these activities: Bartel Broussard and Lynn Bussey. Bartel was asked to leave the program after the second week, and Lynn carried out the activities in camping and hiking while Ron Hill took over much of the work which had been done previously by Bartel.

The goals or purposes of the outdoor recreation program were varied, both for the campers and for the program. The activities were intended to bring the campers closer together and to provide 1) an atmosphere where new and different behaviors, different from those often seen in classrooms, could be demonstrated and experimented with; 2) an outlet for frustration, anxiety, and excess energy; 3) areas for creativity and physical expression; 4) an opportunity for human relations in a new setting; and 5) a chance to deal with new kinds of behavior.

During the first week all campers were introduced or re-introduced to hiking. With Lynn and Bartel taking turns, all campers, in groups of 15, went on five-mile hikes to a nearby meadow for either a cook-out lunch or supper. The intent was for the group to keep together as best it could (which didn't always work) and to share the responsibility for fire building, cooking, and clean-up. Here, cooperation failed and only two or three campers and staff did the work.

During the second week the camping activities were switched to the Human Relations groups who paired up and went out for the supper meal, overnight, and for breakfast, returning to camp before lunch the next day. These were generally popular activities with most campers who took part in them. Three of the ten groups chose not to go. For those who did, the experience ranged from exciting to somewhat hair-raising. Here, as with the earlier activities, the lack of cooperation among campers for fire building, camp set-up, cooking, and clean-up was evident. There were four or five campers, along with staff, who did all of the work.

There were special problems also with campers taking responsibility upon their return as far as the cleaning of equipment and in general making things ready for the next group to go. This situation became such that we returned the rented camping equipment a week prior to the end of the program.

There were a number of other camping activities which occurred outside the regularly scheduled ones. One counselor took his Human Relations group on an overnight camp-out during the first week. One cabin counselor took his group of campers out on an overnight. A number of individuals grouped themselves together, usually with a counselor, and went on short distance overnight sleep-outs in which no meals were involved.

The biggest, best, most challenging and most responsible camping-hiking experience was the hike to Longs Peak. Stephen Lenton and Ronald Hill volnuteered to lead a group up Longs Peak. It was planned to take the group on a shake-down hike to Gem Lake first (roughly six miles) before the fourteen-mile Longs Peak trip. Five other staff members volunteered to accompany the group, but only Peg Talburtt and Paul Brubaker actually made the trip with Hill, Lenton and 21 campers.

During the Gem Lake hike, certain practices were stressed: 1) staying with and supporting the team, a heterogeneous group of hikers; 2) avoiding the use of unauthorized paths and trails or making use of short cuts. 3) control of littering, and 4) camaraderie.

Twenty-one campers and four counselors left for the ascent on Longs Peak after dinner on Saturday, August 15, hiking to Chasm Lake that evening, a distance of five and one-half miles. Sunday morning the group hiked to Boulder Field and began the final climb to the summit, elevation 14,255 feet. Of the group of 25, 21 made it to the summit and back. For a variety of reasons, four turned back half way to the top.

The hike was a tremendous success both in terms of personal accomplishment of goals and as a demonstration of camper responsibility, maturity, determination and mutual support. Long, difficult and exhausting, the trip was an exciting experience as well as a welcome exchange of emotional fatigue for physical exhaustion.

Other outdoor camp-related activities included several horseback rides. On Thursday and Friday of the first week, four groups of about 20 campers each took a two-hour ride. On the Sunday of that same week, two groups of campers went horseback riding. One group went for about 6 hours and rode their horses to a place where they could go fishing, another group went pleasure riding for about three hours.

Activities also included group swimming in the public pool in Estes Park. This occured six times and involved between 15 and 20 campers each time.

There were also volleyball games, basketball and football games, foot racing, relay races, badminton and tennis, and water fights. During the second week a series of tournaments were set up. The tournaments continued throughout the week, but by the end of the week participation was down to almost nothing.

At the conclusion of the third and early part of the fourth week, a series of football games were played which developed a growing interest among the participants. But, as was the phenomona with so many other activities, interest among a large number of campers waned as the time passed. This was especially true for those who were in the spectator role, namely the girls.

There were also a few indoor recreation activities which were used both for tournaments and just relaxation. These included chess, ping-pong and checkers. One interesting note was that chess became a very popular game with a cross-section of campers, particularly among the young men.

The scheduling of activities was one thing we constantly wrestled with. During the first week they were not scheduled as we expected the campers to organize their own activities in their free time. However, this plan failed. During the second week the mornings were set aside for Recreation. It seemed, however, that after the first day there was more interest in sleeping than in recreation. During the third and fourth weeks we retained the morning schedule for activities, but also scheduled other classes during the same time period. Except for two football games, the participation still remained poor.

ARTS AND CRAFTS

Ronald Hill was the instructor for this class, which consisted of two levels: one was instruction in various arts and crafts activities; the second was an open, supervised, workshop with materials available for each camper's special interest. The activities also consisted of art learning, which helped the participants compare and contrast and get more understanding of art and its relationship to the world, as part of man's natural, man-made, man/man and self world.

The objectives or purposes for Arts and Crafts were, from the program point of view, 1) to expand campers' awareness of their ability to communicate through arts and crafts, 2) have campers expand their awareness of the relationship of art to the various parts of man's world, 3) provide and outlet for creativity and self-expression, 4) provide an opportunity for experimentation, 5) provide an opportunity to have a constructive and product-producing activity as an alternative to some of the other more intellectual activities provided by the total program.

The attendance patterns varied greatly from week to week and even day to day. During the first week all campers were expected to attend, as arts and crafts was considered one of the basic courses or activities of the camp. The attendance held up well during the first half of the week but became less well-attended during the second part of the week. The participation was on and off during the two middle weeks. The attendance fell off almost completely during the last week.

There were three people who attended steadily from beginning to end. An interesting phenomenon was that the Blacks came no more than twice a week, even though it was offered every day.

During the first week Arts and Crafts was scheduled for all campers to participate in as an introductory experience. The total number of campers were scheduled for the 2½-hour class twice during that week in groups of approximately 15 campers each.

The specific exercises during the first go-round were: 1) To make a geometric figure with two lines approximately ½ inch apart; then, using a mirror to see through, to follow the double line, as in a roadway, from beginning to end. This was to build and make aware of perception and how difficult it is to behave when things are suddenly all turned around; 2) To interpret a figure of a tree-like figure within a context of mountains. Each was asked to give his own perceptions of what he saw in the crudely drawn figures. This precipitated a discussion around the impressions of people with respect to their impressions; 3) The remainder of the class-time period was devoted to each person drawing or painting, using various media such as pencil, pen, paint, chalk, etc.

During the second half of the week, the exercise was for participants to blindfold themselves whereupon they were assigned a color. Each participant was asked to interpret, in words or actions, how he felt about that color. A discussion followed in which the relationship between various color perceptions was explored, based on feelings about colors and one's own experience. These were then compared to the way we deal with people who are colored. Following this exercise there was again time and material available for drawing and painting, with instructions on techniques and other art-related dimensions.

During the second week, the kinds of art material were expanded to better meet the needs and interests of the campers. Specifically, ceramics, papier-mache, leather work, bead stringing, collage, and simple work with wood objects was added to the painting and drawing, which were carried over from the previous week. Classes were conducted where participants made objects and then explained and discussed with others what they had done, including whenever possible, what they were feeling when they did it or what feeling the painting represented.

Generally, those class periods held during the end of the second week, the third week, and the first days of the fourth week were mainly workshop in format, with the instructor acting as a resource and tutor for those needing help. Participants also helped each other.

Ron Hill was somewhat critical of himself and of the arts and crafts activity in general. He felt that he was somewhat negligent in not providing arts and crafts materials which the participants had requested. He also felt that many times the classes were boring because he did not create enough structure by providing experiences from which the participants could learn. Two reasons seem apparent that might account for these criticisms. First, there was a somewhat limited, although adequate, budget which could be used to purchase materials. Further, not a great deal of material was purchased prior to camp because we wanted to meet camper interests and needs--then when the interests and needs became known, Estes Park was unable to provide the kind of supply resource which was needed. As for the lack of structure and the kinds of experiences from which participants could learn, there were a couple of factors. First, there wasn't time during staff training for Ron Hill to prepare a set of learning experiences, and the pace of other camp events kept Ron and all others so off-balance that proper "long range" planning was difficult at best. A second factor may have been that events outside class often made those things which were planned irrelevant in terms of what was going on in the camp in general. However, the major factor was the confusion which Ron Hill had about how he should go about setting up experienced-based classes and then to capitalize on them as learning experiences. He knew and felt that the traditional approach was not the one he wanted; but at the same time, the short staff training, and the press of other events which prevented in-service training, also prevented Ron from taking full advantage of the methodology.

NATURE STUDY

Mary Taggart was charged with the responsibility of nature study. As a course, it encountered many of the same problems which afflicted other classes. Nature Study, for the most part, was not a topic to which all cultures could relate, nor did all the campers have the intellectual skills necessary to deal with certain exercises. The basic theme of nature study was sensitivity awareness of the natural world and its relation to the individual's own life. This theme held meaning for only a small group of white, intellectual students. Despite the beauty of the camp's environs, the study of that area was not as successful as it might have been.

Observation sessions, hikes, quadrant study and resource utilization were procedural inputs to Mary's class. Following the first week, the class was small--about 10 campers--and met sporadically. The decrease in size was attributable to the previously mentioned cultural problems, as well as the course's resemblance to traditional school work. The first session was a pen and paper exercise on one's awareness of all the qualities possessed by an aspen tree. For city campers, such acute relations with a tree seemed irrelevant and comical.

Further, due to health and personal reasons, the staff leader was called out of camp for approximately half the life of the camp. This hurt the campers' enthusiasm for the course as well as its functioning.

While carefully planned, the course did not succeed as a core area of study for the camp. Nature Study was in part supplemented by Ecology and Environment, Outdoor Recreation, and the Longs Peak hike. Perhaps because these activities involved more action, they also attracted more campers. And, they were more regularly scheduled, In retrospect, Nature

QUADRANT DATA SHEET

TWIN OWLS CAMP QUADRANT NUMBER__________ DATE__________ TYPE OF WEATHER DURING RECORDING OF DATA__________

DESCRIPTION OF PLANT/ANIMAL	NUMBER OF TYPE THERE	% OF AREA	SPECIES	IMPORTANCE TO AREA

Study might have been one of the easiest classes to align with the experiential model of education, while, in fact, it was one of the most traditionally planned.

CULTURAL STUDIES

Specific Cultural Studies activity sessions were requested for the third and fourth weeks. Interest resulted in three "classes": Black Studies, Chicano Studies and Cross-Cultural Studies. The three activities were not coordinated with each other either in terms of content or process.

Chicano Studies was attended by about twenty campers, and responsibility for coordinating it fell automatically to the only Chicano member of the staff, Paul Acosta. In summary Paul said, "Chicano culture was interesting in that I learned as much about it as did the campers." Content objectives were never really set for Chicano campers, perhaps because Paul Acosta neither grew up in a typical Chicano community nor works currently primarily with Chicanos. The Chicano campers were an extremely loose group, with no real internal organization or real cultural identity. Perhaps their desire for Chicano Studies was in response to the Blacks' request for Black Studies, and not out of felt need or conceptualization of real objectives. At least half of the Chicanos could not speak Spanish.

The major highlights of the Chicano Studies program consisted of a guest speaker and cooking Mexican food. Paul Acosta arranged for two older students from CU to speak to the campers. About twenty campers listened rather unenthusiastically to a good presentation of the more militant Chicano perspective of their history in the United States. The Chicano campers presented the rest of the camp with a Mexican dinner once and with a breakfast once. Both meals were well received and perhaps helped bring some solidarity to the Chicano community, which remained, however, conspicuously outside the emerging decision-making group of campers.

Black Studies attracted the largest number of campers and greatest interest. As many as thirty campers were in attendance for some sessions. The idea for the program probably came from a staff member, Bartel Broussard, rather than as a request originating from campers. Bartel assumed the leadership in Black Studies until he left the program at the end of the second week, and it was more a stage for the rhetoric and coolness of the instructor than a component which agreed with the campers' overall educational process and philosophy.

After Bartel's departure, Glenn Towery took over and tried to accomplish what he thought Bartel had had in mind. A cross-cultural experience was carried out in Estes Park one day. Mixed couples (Black/Anglo, Black/Chicano, Chicano/Oriental, etc.) paraded the streets hand in hand, tried to check into motels, buy engagement rings, obtain marriage licenses, etc. It is not clear what the objectives really were, but there were several outcomes which the group felt was enlightening.

From the standpoint of the Caucasian, they experienced, for the first time in some cases, what it was like to be a member of a minority group, to be stared at and whispered about. In their discussion of the experience, the group couldn't decide whether the reaction of the people in the village was really a reaction of prejudice or whether it was reaction over seeing something which was overtly quite unusual, at least in their village.

As their contribution of a cross-cultural experience for the camp, the Black girls cooked a dinner of soul food.

Although there were no in-depth studies carried out, many discussions led to an airing of the different cultural views. Discussions of the following original poem resulted in a general agreement that prejudice, for the most part, was a matter of ignorance and that stereotypes had built their culture to a certain extent.

FIRE

by
Glenn Towery

Hear the red fire truck
screeching down the street.

(300 years of prejudice spark up)

Hear the white men climb and clamber
out of the truck on to the
cold, black indoctrinated streets
of the ghetto.

(300 years of indignities burn)

Hear the angry cries and shouts
of a black mass saying, look
at me, I'm here too, though I'm
white-oriented, I have a black
pride and culture

(300 years of white men's lies
leap into flames)

See the police, militia and
black militants locked in deadly
combat, until one side falls.
It never happens. They fight
until we become so weak that
we fall as a country.

(300 years of revolution lie in ashes)

Grasp it. Think it. Say it. Remember it.

Fire.

Cross-Cultural Studies was designed to develop campers' ability to cross cultures effectively in terms of communication and action, through an increase in awareness of American culture and the individuals' cultural background. Rather than focus on customs, an attempt was made to expand cultural awareness through understanding value structures and systems, utilizing as a touchstone the cultural value systems of campers within the study group.

The following are the objectives set for Cross-Cultural Studies:

1. Learn about other people's culture in relation to our own culture.
   a) Clothes
   b) Music
   c) Food
   d) Philosophies: Religion
   e) Customs

2. Help make others understand your own culture better.

3. Discuss history of cultures.
   a) How cultures came to U.S.
   b) How they were treated when they arrived
   c) Their struggles

4. Discuss present and future of cultures.
   a) Their treatment
   b) Prejudices against them

5. Think of ways to stop prejudice among cultures.

6. Switch roles of people in each culture.

Only about twelve campers were regular participants in the sessions coordinated by Stephen Lenton. Of the regular participants only one was Black (a nice middle-class young lady), no Chicanos, and only one Oriental. The group which participated the most and gained the most were campers from Jewish backgrounds. The Jewish campers also prepared a special meal - a pre-Sabbath dinner one Friday evening.

Middle-class Whites were pretty thrown by the whole idea of culture and sub-cultures. However, attendance was regular and participation enthusiastic, although total meeting time ran about ten hours. The group met during the third and fourth weeks, usually in two-hour sessions in which they worked on the cross-cultural analysis exercise, (see Appendix K).

NEW EDUCATION

Paul Brubaker and Peg Talburtt co-staffed a seminar in New Education, which was formed half-way through the camp session at the request of the campers. Its center of focus was the discussion of educational reform. Philosophical prerequisites involved recognizing the overwhelming, unquestioned powers of the educational system, and how one best maintains his creativity and life force within such a system. While the class met only five times, due to field explorations and the premature closing of the camp, nonetheless the meetings were profitable.

For the most part the class was structured to parallel the experiential learning model. It was adhered to in terms of setting objectives, redefining the problem, insights attained, and restructuring the class by building on the problems of the camp and the class itself (non-participation and apathy), which in turn raised new questions and new problems to solve. Due to the early closing of the camp, complete planning was not possible and the paradigm was not completed. However, in the few days that were denied, it is questionable that the proper organization and data collection would have been fulfilled.

The first few sessions discussed student gripes with their current education (see Example A). Interim materials included Education and Ecstasy, Teaching as a Subversive Activity, a paper titled "The Student as Nigger," and several tapes privately recorded from the "Alternatives in Education" conference of Centro Intercultural de Documentacion of Cuernavaca, Mexico. (For materials made available, see Example B.)

In conjunction with the Community Action Involvement activity, the New Education class ultimately prepared several strategies the campers could utilize on their return to their communities. These included fasting to persuade parents of youth's commitments, campaigning for school board elections, bulletin board courses or "book match" get-togethers, new knowledge of relevant resources, and new curriculum demands and tactics as public knowledge of textbook objectives.

The greatest strengths of the class were in the challenges presented to a heretofore unchallenged group of high school intellectuals and in the fact that these very same dynamic leaders were deeply affected by the novel methods and ideas they discussed in New Education. While the class was not representative of the entire camp, and paralleled the "leadership by a few" syndrome, the 35% who did participate are the leaders for whom the camp was originally conceived. The final evaluation attested that schools would be the major focus of change for the campers, and the seminar in New Education was successful in both framework and strategy comprehension to assist these youth in their efforts of reform.

Example A

Camper Objectives For New Education

A way to find the best method of learning knowledge and experiencing wisdom. (Melanson)

A method to change our present school system (Aurora Central) so that students can learn, instead of being force-fed knowledge (Bailey), which robs our students of creativity.

I want some new ideas on what exactly is wrong with education and what to do to help make it better. (Rogers)

To be able to evaluate different ideas for education and discuss possible changes in the present educational system. (Pittman)

Understand what is happening in the educational revolution.

Become aware of people's reaction to the revolution.

Take a more active role in the movement.

Apply these (above) to my own education. (Brown)

Research on new methods of education in order to update the present system. I'm interested in academic freedom and betterment of teaching methods. (Ware)

To learn about modern techniques and how to bring about change. (Manis)

I live in a farm community where a lot of the students are not interested in school. I would like to change this. I do have a booster at home; my father is president of the school board. (Donelan)

Specific Gripes

Modular system vs. traditional

Personal vs. classroom education

Conceptual vs. rote learning

Student, teacher and administrative apathy

Student vs. administrative power struggles

Example B
Resource Materials

Ecology

30 copies	*Ecotactics*
30 copies	*Environmental Handbook*
5 copies (Xerox)	"Natural Resources System"
30 copies	*Man and Nature in the City*
80 copies	Critical Incidents Tests
80 copies	Environmental Schemata Chart
80 copies	Ecology Awareness Test

New Education

5 copies (Xerox)	CIDOC--"Alternatives in Education" Summary
6 tapes	CIDOC lectures--J. Kozol, I. Illich, Paul Goodman
1 copy	*Education and Ecstasy* (Leonard)
Several articles	*Saturday Review*, *N.Y. Review of Books*, *Look* 1970
1 copy	*Existentialism in Education*
15 copies	Camper Objectives for New Education
25 copies (Xerox)	p. 21 of *Participative Education* (paradigm of experiential learning)
25 copies (Xerox)	*Student as Nigger*
15 copies (Xerox)	p. 23 of *Participative Education* (creative problem-solving steps)
1 copy	*Dare the School Build a New Social Order* (Counts)
1 copy	*Summerhill* (Neill)
1 copy	*Teaching as a Subversive Activity* (Postman & Wein)

Requested, although never received

1 film	"High School"
1 game	"Policy and Negotiations"

The purpose of these materials was obviously to assist the camper in his comprehension of ecology and education. All campers took the critical incidents test and received a copy of the ecological schemata chart. Some campers took the ecological awareness test, and several of these problems were used in HR discussion groups.

The rest of the material was available for campers' use at all times. It was obviously geared to a fairly sophisticated, literate level and therefore used by a select group of the camp. However, the educational materials, schemata chart, and the "Natural Resources Systems" handout are unique and normally not circulated, so their use was enriching both in terms of general cognitive progression and original new-idea input.

The copies of "Student as Nigger" and the four books were made available as primary resources relating such ideas as one-way communications between teachers and students; the school must assume the responsibility for social reform; technology can be used in education without alienating the student if it is made available for the student when he is ready to learn such material; children learn better with the absence of coercion or fear and students should immediately develop built-in, shock-proof crap detectors in order to make education related to life process, etc. Four campers--Downs, Pittman, Bailey and Brown--made use of these supportive materials.

The film "High School" would have been a valuable resource as a meeting ground for all the campers and perhaps as a common focus for action. However, the rental fee was $100 per showing, so we did not obtain it.

CREATIVE WRITING AND POETRY

These were separate activities with different focuses and camper composition. Mary Taggart led the poetry group, which was composed of campers who were well educated, intelligent and involved in reading and attempts at writing serious literature. Group time was spent discussing favorite authors and sharing individual camper-authored material. The poetry sessions must be looked at as special interest activity in which a good deal of enthusiasm was evident, but in terms of process was unrelated to the overall camp learning theory.

The creative writing group, led by Stephen Lenton, numbered slightly more than a dozen campers. Those who participated were not members of the so-called intellectual elite, "the professors," but rather good students interested in creative writing. The group was not especially well-read and certainly not conversant with serious literature. The objectives consisted of 1) expanding and experimenting with one's ability to express reality through the medium of language; 2) accepting and using English as a far more flexible tool for expression than they were taught it was in school; 3) attempting to see the world as it is rather than a constricted sphere limited to things labeled; 4) writing short creative exercises as a group and individually, and 5) to have fun.

One of the "hikos" authored was:

> Twin Owls Mountain Camp
> Laugh, cry, receive, give. . .
> Unforgettable learning.

DRAMA

While the drama class met for less than two weeks, and left the camp with no substantial inputs, it nonetheless was a student-demanded activity. With the proper staff advisor, it should be a seriously considered class for next year. Originally established to work in guerilla theater, the group was advised by Lynn Bussey. Eight campers attended the class, and decided their primary objective was to perform The Fantasticks instead of guerilla theater.

Since the group was unsuccessful in finding a copy of the script of The Fantasticks, they decided to scrap that play and any formal presentatation because of the lack of time. Instead, cuttings and improvisations were practiced. The class discussed staging, costuming and the new theater. The Zoo Story, Rosencrantz and Guilderstern are Dead, The Dutchman, and a couple of other scripts were available for the campers' use. (It must be noted, however, that the group used only their own resources in searching for a copy of the script for The Fantasticks. They did not seek outside help.)

The last meeting of Drama was an exercise in improvisations based on camp experiences. Role playing might be a better term, and it was a quite involving routine. Lesley Bell, a camper trained in drama, brought up an interesting program of drama as communication. Had enough time remained to properly enact these ideas, Drama would have been more related to camp objectives and the experiential learning philosophy. Instead, it remained a recreational activity rather than an integrated, awareness skill.

DANCE

Dance was a course requested by the campers to facilitate communication between the various cultures. Raymond Scott staffed the activity and had a group of about 15 campers to work with. For the most part, the Blacks ran the class and the Whites were instructed. The class lasted as long as the record player did, which was about 2½ weeks.

While the class did little to follow the camp's educational philosophy, it was enjoyable entertainment for the campers. On a social level, it did facilitate communication between the races. However, for the most part this was based on social graces and physical coordination rather than on problem solving and human relations skills.

BIBLE ANALYSIS

Paul Acosta acted as resident chaplain and instructor in the course of Bible Analysis, a class requested by about ten campers. For the most part, the course was based on human relations principles--honest, open, free communication between man and God. The Bible was studied and rephrased into modern language which all the students could understand.

One camper indicated that when she returned home she was going to study God's word, as a project in man's relationship to his divinity. The course obviously provided a spiritual fulfillment to a number of youth who found strength in such activity.

SEX EDUCATION

Sex Education was a course requested by the campers at the start of the third week of camp. Staffed by Paul Acosta, the class had only one meeting, which was yet profitable. After going through a series of awareness exercises, the group decided to prepare a "dictionary" of sex terms--names and definitions of body parts, sexual relations and slang expressions. This appeared to be a rational effort to put all the group on the same level of communication, without emotional response or cross-cultural misunderstanding.

Due to other camp complications, the class did not meet more than once. Planned activities had been to have a speaker from Planned Parenthood come to inform the group of ecological consequences and means of birth control, and to discuss a variety of sexual questions and moral issues.

In all, the class had positive potential but a too-late start.

NIGHTTIME ACTIVITIES

The following activities were planned (to varying degrees) with the objectives of: 1) having a good time, 2) helping to provide a certain degree of "togetherness," and 3) bringing out unknown talents of the participants.

Coffeehouse (in the barn) with poetry reading and singing
Folk-dancing from various cultural groups
Talent show
Melodramas
Bonfire
Group singing
Individual performances by singers
Organized dances with refreshments and various kinds of music

The planning stage never got off the ground, however, and although many of the activities happened, they did not take place as specific components of the camp program.

COMMUNITY ACTION/INVOLVEMENT

This class met only once for two hours on Tuesday of the fourth week, the day before the camp closed. It was under the direction of Rich Rocchio and was attended by some 20 campers. The purpose of the class was to explore the "arenas of activity" available for camper graduate involvement, to define specific areas of interest, and to begin to apply the problem-solving process to camper action. The first 45 minutes were devoted to identifying the problem areas and "arenas of activity" and then to defining these problems and dividing them up into categories.

The final hour and a quarter was spent with campers working in three groups: school problem area; community-at-large problem area; and home problems. One camper was interested in working within his church and joined the community-at-large group for the discussions. The groups concluded that they would have to persevere, use care, and seek help wherever possible. They also concluded that starting within the system would be best. There being little time left for more specifics, they agreed that it was really up to each one of them as to what actually happened.

7. Data on Campers

a. Total Numbers

1) No. expected	102
2) No. arrived	86
3) No. at camp when closed	50

b. Attrition

1) Rate of attrition (see chart)	
2) Percent of attrition	41%

Note: All campers were encouraged to stay through the first week in order to try it out; if after that they went home it was reasoned at least they would be sure.

3) Reasons for departure

a) Health	2
b) Unable to cope with cross culture situation	2
c) Other obligations	3
d) Parents	8
e) Counciled to leave	
I. Too young	3
II. Anti-social behavior	3
III. Non-involvement	7
f) Simply didn't want to remain	8

c. Ethnic breakdown

1) White/Anglo	42
2) Chicano	16
3) Black	16
4) Native American	3
5) Oriental	3
6) Jewish	6

d. Geographic distribution of homes

	No.
1) Rural	5
2) Suburban	23
3) Urban	58

e. Ages

1)	13 years	3
2)	14 years	21
3)	15 years	28
4)	16 years	24
5)	17 years	8
6)	18 years	2

f. Sex

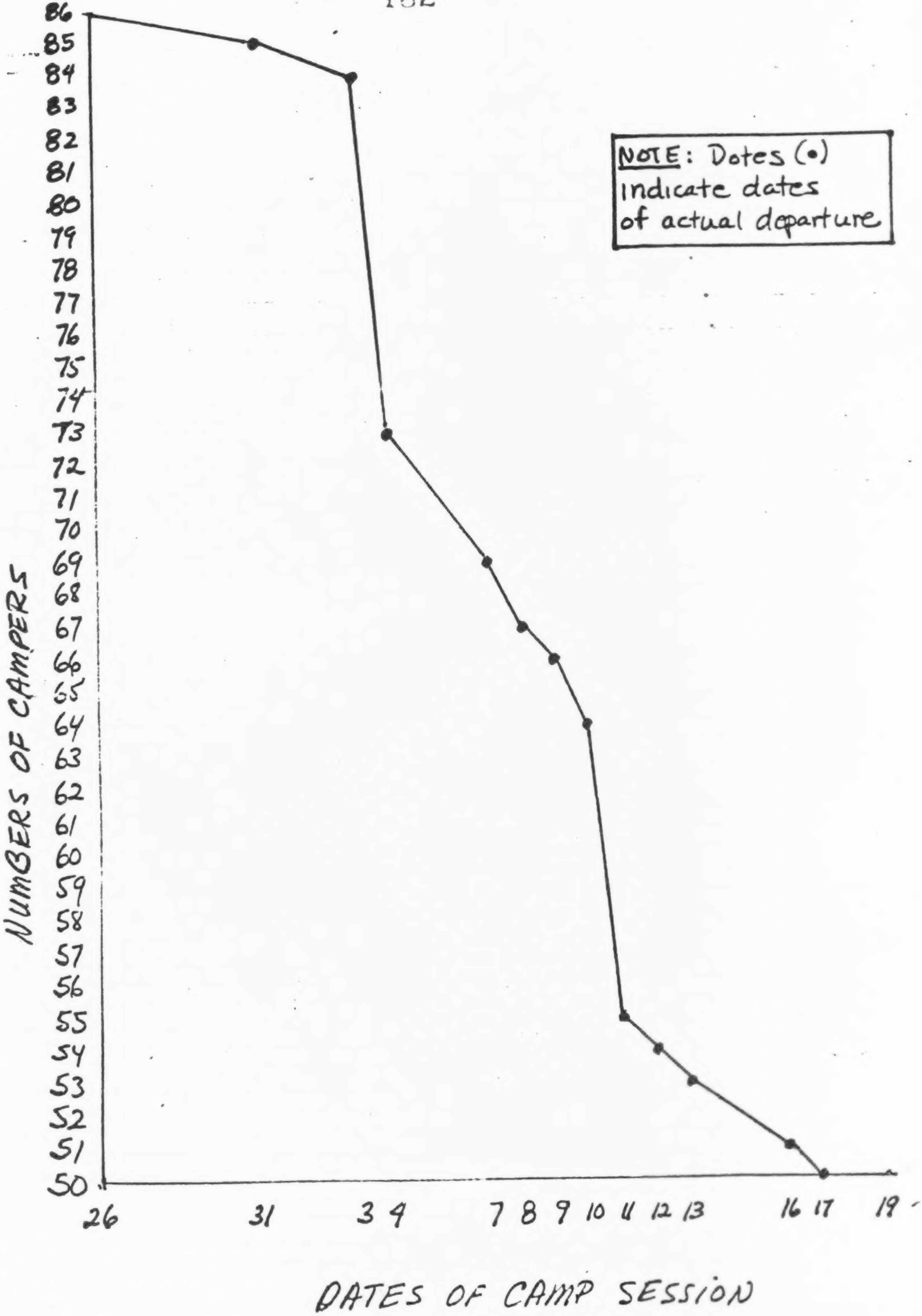
1)	Male	45
2)	Female	41

8. Staff Operations

This is an attempt in one section to highlight the role, function, responsibilities, and the problems of the staff of the Camp. The section on Staff Training earlier in this report, the other sections under Camp Session, and the entire section on Problems contain descriptions of role, function, responsibility and problems of staff written within the context of those components and thus furnish additional information and supporting data.

The staff had three basic implementation responsibilities from which there was no escape. These were cabin counselor (there was one exception); instructor for a class or specific camp activity; and general camp supervision for the purpose of civil control, problem solving, and on-the-spot counseling. As described elsewhere in this report, the members of the staff performed these three functions with varying degrees of effectiveness and spent their major time and effort concentrating on different ones of the three roles. Often the responsibilities of being a cabin counselor overlapped heavily with the general camp supervision role, especially for the women counselors.

The staff was also responsible for encouraging campers to become involved in the camp's activities including, where necessary, helping to create activities for different groups of campers. This role was a difficult one because in some cases the staff member became so involved with a specific group of campers, and in creating special activities with them, that it actually prevented those campers from becoming involved in the planned activities. Part of the reason for this last difficulty was that in most cases the staff member was having a real problem with behaving like a staff member instead of like a camper. It seemed, in their attempt to be well liked and to be able to communicate with the campers, that they adopted a peer relationship with the campers. On occasion this also created serious friction among staff, because in acting like a camper they often led their group into direct conflict with some other aspect of the camp, especially late hours and being in the girls' cabin of the lodge after hours. It also created difficulty whenever they had to exercise some authority, because then they were suddenly out of character with their usual role.


NOTE: Dotes (•) indicate dates of actual departure

The staff also spent a great deal of time in late hour meetings, especially in the early part of the program when there seemed to be one crisis after another. These meetings were sometimes long and very difficult because the trust and communication that was needed for a well-functioning unit had not been achieved during staff training. Attempts were made during many of these meetings to draw the staff closer together, but it really didn't come to be in any real sense. At times, however, when there was a really serious crisis, or the task was well laid out, the staff did function reasonably well together. It was in the more routine areas that difficulties arose.

As the program wore on there developed a clear split in the non-work part of staff relations. The white, college graduate members of the staff formed one social group. Another social group was formed between the four, and later three, Job Corps Interns. The women counselors in the lodge were separate from the two aforementioned groups and didn't appear to be very close with each other either. There were three, and later two, male counselors who were essentially alone as far as staff was concerned. One of these spent most of his spare time in his cabin and the other with his wife and family who spent quite a bit of time at the Camp. The third spent a lot of his time with certain campers, including time that should have been spent in the regular camp activities. This staff member was later relieved of his staff responsibilities altogether.

One other difficulty arising from the staff was the periods of absence from the camp of three staff members, two from illness and one because of a death in his family. One of the women counselors in the main lodge had to be absent from the camp at the end of every week because of doctor's appointments in Greeley, Colorado, and she was also absent from the camp most of the last week because of her own illness and the fact that her fiance had an emergency operation and she spent some time with him. The Assistant Director was away from the camp for the first full weekend because of a job interview for a fall position, and when he returned he became very ill and although he did not leave the ranch, he spent most of the second week in bed. The most effective of the Job Corps Interns was absent from the camp during the latter part of the second week and the early part of the third because of a death in his family. All of these factors made themselves felt on the basic operation of the camp. Having only one counselor in the cabin was too big a job. Although there was never anything serious which occurred, the counselor who remained was faced with one challenge after another. Fortunately, the one male counselor who did not have a cabin of his own was willing to help out at all hours in the downstairs part of the lodge, making the woman counselor's job easier. Having the Assistant Director absent created problems, mainly because he was the supervisor of the Human Relations Group program. The Job Corpsman who was away was missed because in the H.R. group sessions he was facilitating two groups and the people who replaced him were not anywhere near his equal. He was also the best member of the staff in carrying out the role of general camp supervision and at times had prevented possible serious things from happening.

It was an emotional experience never to be forgotten by any of the staff, and for those who were fully involved in all aspects of the program it may be one of the most vivid memories they carry for quite some time.

II. PROBLEMS

Because the Twin Owls Mountain Camp had to rely on human resources drawn from the society at large, these people brought to the camp the problems of the society from which they came. These were the problems of young America of 1970 as faced by youth in Colorado. What was actually created at Twin Owls, with its isolated setting, was a microcosm of a Colorado young people's world with its frustrations, lack of trust, prejudices, and inability to communicate across cultures or across generations. These root problems were expressed through use of drugs and alcohol, fights and threats, thefts and intimidation, lack of commitment and involvement.

The above problems were augmented by another root problem, that of bureaucracy and lack of money. Late OE funding and lack of local funding support contributed greatly to the magnitude of the social problems at Twin Owls, as they often do in the society at large.

A. Late Funding

Final official notice on June 29, 1970, that the camp had been funded did not allow much time to prepare for a July 17 staff training start and a July 26 camp opening. Although a great deal of work had been done prior to funding, it was done with the expectation that final notice would be given by June 1 prior to the closing of school. Timing became critical because the prior work which had been done involved the school calendar. The major contacts for recruiting campers had been made with school district people and for staff with college and university students seeking summer work.

When the funding notice did not come on June 1, it was necessary to implement a holding action which required that school personnel and potential staff simply mark time. As the days in June went by, even the social and community agencies who had been contacted to recruit campers had to begin marking time as well. An additional staff problem arose because, as mentioned earlier, the college student group did not have among it any Black, Chicano, or Native American candidates. Neither did the applicantions from the New Schools Exchange group. It seemed unfair to attempt to hire non-white staff without being able to guarantee jobs since work in summer is usually much harder for this group to find.

The result was, in terms of staff, that a number of well qualified staff who had been recruited just couldn't pass up paying jobs to wait for the camp to be funded. To replace these people, others were hired who, although apparently qualified, were not as qualified as those no longer available. In hiring non-white staff, the circumstances required sole source recruiting. Through Joe Garcia at the University of Colorado, arrangements were made to interview non-white candidates on Friday, one week and two days prior to their reporting for work. It was almost impossible for Mr. Garcia or the Camp Project Director to check into the candidates' previous work records, etc., and the one 15-minute interview became the only means of determining who to hire.

Regarding the recruiting of campers, it was simply a month too late to take advantage of the work which had been done with school districts and, instead, we had to rely on the youth agencies and juvenile probation offices for almost the total recruiting effort. (The results are fully explained in Section I of this report.) At the heart of this problem was the fact that Twin Owls lost control over who would be selected to attend.

B. Program Preparation and Implementation

Late funding also affected this aspect of the program to the degree that staff time had to be devoted almost fully to just making sure the program would be mounted. There were other problems as well. Not having any control over the selection of campers, it was virtually impossible to affect the kinds of expectations which campers had when they arrived. For example, in conversations with a number of the campers who did not view the camp as a learning community, they said that had they known it was a camp which had school-like things about it they probably never would have come. Many others arrived not having much idea at all about the camp's purpose or how it would work. There is really no way to prepare a "training program" for people who come lacking any expectations regarding being "trained."

The result was that although the basic plans had been made substantial numbers of strong and/or influential campers simply were not interested in what was intended, and their resultant behavior was destructive of efforts to implement those plans.

C. Staff Training

The Center for Research and Education places a great deal of value in having a well-trained and qualified staff. The Center's view is that without adequately trained staff theprogram in which they work will suffer. There seems to be a direct correlation between the quality of staff and the quality of the program. In the Twin Owls Camp program, most the camp session problems probably could have been minimized had the staff been better qualified from the start and/or if the staff which was hired had been better prepared.

The staff training period, even for qualified staff, was far too short. As it was, there was too little time to accomplish what was needed even in the area of team building. And the members of the staff weren't motivated to use too well the methods that were developed.

In designing staff training, we should have spent more time determining where the emphasis should be. Our priorities should have been more limited so that the training period would not have been so intense. One of the difficulties in trying to accomplish as many things as we attempted to accomplish in only one week was that we did not allow for time to stop and just think about what had happened to us, or to relate with each other through physical activity. There should have been more provision for sports and games through which the staff could have relieved some of its tensions and reduced the intensity of the sessions.

We should have done a better job of anticipating some of the staff's problems. Actually, we overestimated the staff's level of experience, prior training, and prior understanding of the issues involved in this particular camp. We did not do a very good job of anticipating the problems associated with the identity crisis faced by non-whites or in handling racial paranoia among the staff. We could have used the behavior of staff in these problem areas to better prepare ourselves to work with the campers, many of whom had the same problems.

One technique would have been to train every staff person to run a Human Relations group. As it was, this turned out to be a divisive element during the camp session. Through this training we could have dealt more fully with preparing the staff to communicate with each other and to handle the dependency, counter-dependency, and interdependency problems of the camper/staff relationship. Without the context of training people to lead HR groups, a great deal of the time the staff was fighting, or in flight from, the staff training efforts that were employed. The HR context may also have allowed for dealing with people more effectively when they were wrong. Finally, it would have allowed concentrating on staff behavior more consistent with the philosophy of risking, sharing of experience, and feedback. Human Relations training must be given time and effort to be effective. We did not concentrate on this sufficiently, especially in giving and receiving feedback, which should have occurred early in the training period.

A critical element, regardless of the design, was the fact that the project director was also the staff trainer. An outside trainer could have helped focus on real problems. As it was, the real confrontations never came. What we did was simply focus on a number of symptoms while recognizing, but not dealing with, the fact that there were more serious underlying problems.

The problem of in-service staff training was related directly to our failure to evaluate the outcomes of the week of staff training. This carried with it two dimensions: 1) It is possible that certain of the staff should not have gone any further than staff training. But the entire question of staff deselection was not worked out in advance, so that only very gross and absolutely overt and negative behavior would have resulted in staff being deselected at that point. 2) It was very difficult to provide any kind of structured staff training during the camp session because it was not clear what was needed in terms of further training. Apparently certain staff were confused about their roles and their responsibilities. This problem could have been worked on during the camp period had we been able to clearly assess this difficulty through staff training evaluation.

D. The Camp Session

1. Civic Control

Within the community of Twin Owls Mountain Camp there appeared to be three areas where problems were solved: in the Human Relations group, in the cabin unit, and on the mountainside. The first two areas demanded rational communication of the problems and detailed discussion about the solutions. The third area, the mountainside, became the camp's arena of violence, where justice was literally beat into the wrong-doer.

The problems with which civic control had to deal most frequently were theft, sex, and threats. Each problem was in turn handled in each of the three areas. And, in fact, all three areas were partially successful in bringing an end to the problem. The primary difference was that two of the units utilized responsible methods of problem solving -- problem definition, exploration of alternatives, evaluation, and action. On the other hand, the mountain fights brought only brutality, bitterness, and often more problems.

The causes of the problems were many. Theft was provoked by cross-cultural envy of new possessions or a desire to "strike" at another. Threats were stylized and became a problem when they were misinterpreted by those who were unfamiliar with a different culture's use of language. Sexual problems arose when the individuals involved lost control of the situation and various groups identified with personal behaviors. Consequently, these problems and how they were dealt with led to the problem of social control as evidenced in violence.

It was observed that physical force was utilized by the Blacks, both within the Black community and in relations between the races. This is not to say that Blacks provoked violence, but the mountain meetings were held only by that group. While the frequency of these meetings averaged about once a week, the psychological repercussions were vast. Several campers left because they actually feared for their well-being. Further, an atmosphere of repression and fear often controlled the behavior of certain individuals. While this may have dealt with the overt actions of some guilty parties, it also greatly damaged honest, rational communication as a tool for problem solving, and thus was inconsistent with the goals of the camp.

Violence, and the specifics of theft, sex, and threats, were handled by group meetings in the cabin and the Human Relations unit. However, these meetings sometimes lost their effectiveness as certain staff also resorted to threats and near violence. When the campers recognized the problem, and were given the proper guidance and example to solve it. and when cross-cultural differences were recognized, the solutions were then compatible with camp goals. Even more, the method of problem solving was recognized as valid and aided in rational communication in other areas, as general social behavior.

Consequences of this commitment to non-violent methods of social control resulted in the departure of many individuals who seemed unable to assume this responsibility. While the camp's population decreased, the atmosphere became far more open to the study of man's relationship to himself and other men.

2. Social Behavior

As previously mentioned, sex, alcohol, drugs, and male/female relations were problem areas at Twin Owls, and probably proportional to the magnitude in which they affect most teenagers. The question raised by the camp community was abuse, not a moral judgment on the fact of their existence. Specifically, where was the behavior legal or illegal, contributing to the cohesiveness of the camp or destroying it, and where did it meet the camp's objectives or instead counter them.

These problems were not produced by the camp scene, but rather were integral in the background of each camper. The social fact became a problem when a) the different cultures exhibited different mores and methods of accepting the behavior, b) the activity brought threat of control from non-camp people (as police, parents, or probation officers), and c) worked against camp objectives. For instance, the repercussions of a night of drinking were often non-participation in the scheduled activities, factioning and non-communication between different cultural groups, and damage to the participant's health. On several levels, the problem was obvious.

Social behavior was a given at the camp -- all were involved as a doer or receiver of any number of different behaviors. Perhaps to attest to the heterogeneity of the camp, one could safely say that all types of social problems were exhibited in each cabin, with no regard to race, age, or ethnic background. However, as they were carried out, a segregation of black parties and white parties became more obvious. While this was in part mutual choice, it also was evidence of reverse racism, as Blacks seemed to dominate the social scene of the camp and were more unified as a camaraderie.

The frequency of the social problems was nightly, and for the staff eventually became a question of policing rather than condoning. (See "Sunday night HR Agenda" on Page 70.) At this point, commitment to the camp's objectives and continued operation of the camp were brought to question, and the problems were handled by HR discussions, cabin discussions, and all-camp meetings. While many behaviors were changed, attitudes were not; and eventually, as a single unit the staff and campers decided to close the camp. The social atmosphere seemed to override the camp's objectives. Therefore, the campers dealt with the consequences of their behavior -- the camp closed.

While social problems were only part of the reason for the camp's closing, they were probably the most consistently demonstrated and consequently one of the major areas dealt with during the program.

3. In-Service Staff Training

For the most part, in-service staff training was non-existent in a structured sense. Once the camp began, the problems of the campers seemed to pre-empt the problems of the staff, and most staff meetings were spent discussing the organization and functioning of the entire camp rather than just the staff. The obvious result of this lack of continued staff training was a less unified, less committed, less skilled staff than was desired.

Specific problems were undefined responsibilities among the staff, unclear understanding of the goals of the camp and commitment to them, and lack of ability to handle problems as opposed to discussion only of possible approaches. Basically, the staff problems were a microcosm of the camp's troubles.

Solution was likewise similar. Some staff were asked to leave, as were some campers. Some staff spent long hours in discussion to make problem solving consistent with camp philosophies. Some staff resorted to threats and physical peer pressure. In all, had the pre-service training been longer and more thorough, and had staff been better recruited, in-service training would have been both possible and not as necessary. However, as the realities are noted, in-service staff training should have been not only existent but widespread. Without it, the camp's problems were two-fold: within the staff and within the entire camp community.

III. SIGNIFICANT FINDINGS AND EVENTS

A. Final Evaluation

The formal evaluation procedures intended for the camp session really never took place in the ways that we had hoped and planned that they would. Certain components like Environment and Ecology and Human Relations carried out a limited amount of evaluation, but most of them did not.

The most comprehensive evaluation made was done at the end of the camp session through the administration of a questionnaire. The items in the questionnaire were taken from a sample of the major objectives for the Camp, those objectives which had managed to hold up through all of the analysis and change which occurred and which therefore were still relevant to most of the campers.

In this reporting of the results, there has been no effort made to interpret or write an analysis of the data. This will be done as a part of the final report. Thus, what follows is simply a reporting of the raw data from the questionnaire.

Final Evaluation
Twin Owls Mountain Camp

1. Now that the camp is almost over, what do you think the goals of the camp really were?

-- Getting people together.

-- The goals of the camp were to learn how to get along with other people from different environments. How to live and work in a community. To try to understand yourself better. How to learn to be a leader. How to be considerate of other people.

-- Leadership. To get along with other kinds of people, cope with problems and responsibility.

-- The goals in my opinion were first of all to meet other people of different cultures, to learn how to be leaders, to learn how to solve your own problems as well as others', to learn to appreciate clean air and water, to learn responsibility.

-- The goals are to have learned how to be a leader in your community. To learn new kinds of things and ideas. To get along with other people. To learn to be a responsible person. To learn to care about other people's problems and feelings. To be considerate of others and their property.

-- To make us more aware of the total environment -- not only natural, but the man-made world and our relationships with other men. We were to use the new skills we would learn, communications and problem solving, and become better leaders in the communities from which we came. We were also to learn how to be more independent in our education, and unafraid to express our opinions.

-- For people to begin to understand other people. To be able to understand other people's ideas, to communicate, learn and be able to work effectively with other people in the community.

-- To bring different cultures, backgrounds and races together to prove that society can be set up, workable and efficient. Also to try new ideals in education as in a free and unrestricted atmosphere.

-- To get people of different races together to live and function in a community and to understand the backgrounds of the races.

-- To help all of the people involved become activists in something. The whole human relations thing was geared to human cooperation, skills useful in leadership, though among other things learning to push for activism was a prime goal.

-- Leadership, courtesy, respect, honesty, friendship, learning, learning to get along with others of different races.

-- To understand everyone (not to like everyone but to understand problems and goodness of a person). To get the best knowledge of words--big ones and learned words in relationship of the learning process of this camp. To understand the behavior of the campers.

-- Being open and honest; willing to take risks; getting along with others and trying to at least talk with the people you don't know; sharing and caring for others; being able to understand what's going on and if you don't know it's your job to find out (responsibility).

-- To develop leadership and problem solving skills and to offer knowledge on ecology and education to be used in bettering the outside world. Also to improve relations of different cultures.

-- To learn more about people. Leadership, to be more honest and open. Try to solve other people's problems. Try and talk to others about your problems.

-- To learn to live with other people, and to learn leadership and controlling yourself.

-- The purpose of the Twin Owls was twofold: One, the campers and staff were supposed to form a community acting as a whole, rather than scattered parts or clicks. This failed. Two, those people who believe in post camp work within their community were to have received training for active participation and leadership within their own community. This aspect may have succeeded with perhaps 10 or 15 people.

-- Leadership, find ourselves, learn to live with everybody.

-- I don't really know what they were.

-- Training kids to become leaders; understanding racial problems; communication development, involvement, learn different cultures, treat each person as individuals, learn ecology and different things, preview of future world.

-- To get the people of the camp aware of the problems the world faces and how to work effectively to bring about changes for a better world. To increase the awareness and understanding of our fellow man.

-- Basically to develop leadership. Tied in with developing leadership are developing problem-solving, problem definition, problem awareness, cultural understanding, communication and how to help people help themselves.

-- The greatest goal was to make campers enthusiastic about being involved in, aware of, and determined to solve the problems of their environment. Other goals were to gain the skills necessary to fight the unfortunate aspects of the world. These were skills such as in leadership, communication, feedback, etc.

-- To get an understanding of people of various cultures and work out the problems between these groups. To recognize the ecological problems facing this country and the world (i.e., pollution, population explosion, loss of natural resources, atom bombs, etc.). To recognize the problem in the educational systems in this country and develop ideas to better education. Help formulate ideas to solve all of the above.

-- To solve relations between humans (colors, etc.). To teach leadership. To help us help people when this is over. To know and when to help people. To say what we feel to help people.

-- I've learned to talk freely with people, learned new things about other peoples, environments and to become a better leader.

-- To be able to live together with people from different backgrounds. To understand the emotions of others. To work together to solve problems in a rational way. To learn to really laugh and love people. To understand man's relations to himself, his brothers and his environment. Learn to absorb hostilities of others. Learn to function well under emotional strain.

-- To learn leadership skills so we can go back home and be more active in our community. Make us more aware of the relationships with man and man, nature and himself. To find who I really am. To be able to know and understand people of different races and personalities and learn with them.

-- I think that this camp was for leadership and to go back into society to be a better person and if the person wanted to he could help someone else. But was mostly for himself and to stop some prejudice in some way.

-- To see if people from different walks of life could get along. To understand ecology. To see how people adjust to new environments.

-- To bring everyone together.

-- For everyone to know everyone. To be able to be yours. To learn about you and your surroundings. To learn about the environment and the man-made world.

-- I think this camp was made for getting rid of trouble makers and to try to solve problems.

-- To teach leadership skills, to help the campers find an identity, teach brothers to really live together (fight racial prejudice) and last but not least this camp has shown most people how to become involved in constructive change once we return to society.

-- From what I have experienced throughout the camp, I feel one main goal was really find yourself, to really enforce leadership abilities. Many of us are now truly aware of what's happening in the world and what we can do about it. Another apparent goal would be that people now have a better understanding . We now know that there are quite a few other bits of knowledge that we can look into to understand; this includes all points of all interest.

-- The goals were to see if all nationalities could live together as a community and to make all mankind live like working for peace and tranquility.

-- To get people to learn by experience and not by teaching. To get people to be more open. To get people to live with people of different backgrounds.

-- I think the goals of the camp was to see if the campers of Twin Owls could unite together as one, to learn the relation of different cultures, to learn the skills of leadership, and to become a leader and to learn the problems in communication and to learn to correct them.

-- Leadership, communication.

-- To live with people of different races and try to get along and solve the conflicts, to get better leadership qualities and how to better solve problems. To learn the ways of the different races and of your own. To learn more about ecology and to live as a community.

-- A basis for your learning.

-- To develop leadership and problem solving skills in order that I will be more experienced in those skills when I go back to my community, school, etc. Also to learn and understand the various cultures in my country and to respect their differences and similarities.

-- I think the goals were to teach different races, cultures, and backgrounds of people to get along with each other and then teach them leadership abilities. I think this camp was also to help solve prejudice and help us live and solve any problems we may encounter later in life.

-- My goals as I see them after 3 weeks were mainly the results of work in my Human Relations group. To cope with problems we have effectively and not just have them. Experiential learning taking the responsibility yourself. Effective leadership skills, problem solving methods and how to put them into effect. Learning about myself and others, how I can do things for myself; learning to respect others, individuals, cultural, etc.

-- I believe that the staff made a sincere effort to most all the goals as listed. If we did not obtain these objectives it is the individuals fault.

-- To make students aware of the gap between what we learn in school and what we really need to know to live. To demonstrate the only rational alternative--experiential learning. (Rational because it assumes that a student is worth something, regardless of his standing in or out of the "system"; that he is not a vacuum to be filled; that he is the one who knows what he wants to learn and how he can best learn it. It is irrational to teach on the reverse basis, as is, unless the educational system wants to be destroyed by a return disrespect and fear.) To provide a testing ground for various theories and philosophies (both camper and staff) and to show the need for such testing. To observe racism in supposedly "unprejudiced" young people and attempt to eradicate it through communication. To expose us to leadership and human relations skills. To make us aware, painfully or happily, but aware of everything around us. To expose us, many of us for the first time, to the freedom of honesty-without-backlash. To exchange surface discrimination among people with understanding. To promote the idea of living, working, and learning without competition.

2. What do you think you have learned, during this camp?

3. How can you prove that you learned the things you say you did?

-- Effective leadership, a scratchy background in some of the basics of human relations, a better cultural and cross cultural understanding, fragments about different peoples lives, their everyday goals, prejudice, etc., to love approximately 90 more people. Understanding the hidden prejudices in mankind, facts, concepts and philosophies from each of the classes I was able to attend.

   If I can't prove it through living the rest of my life then what I have learned doesn't mean a thing.

-- I have learned about myself--my limitations (physical and emotional) why I like/dislike certain people, why I do specific things, act and react to specific incidents. I have learned about others--awareness of cultural, emotional, physical and personality differences in each of us and to respect it. Problem solving, leadership responsibility, self worth, concern. Trust and respect for each individual. New insight on old problems--environment, prejudice, etc.

   Proving the things I have learned will be seen (mainly by myself) after camp is over. How I follow-up on activities in school and in my community and not being apathetic. I feel just from problems occuring at camp that unless I was totally unalive I have gained new perspectiveness or sensitivity in dealing with other individuals and through all the emotional strain I can see for myself that if it had gone much further I would have broken down.

-- Of the above (objectives) I think I have learned to get along more with people, meet and cope with today's prejudice and communicate with its peoples and take on more responsibility and leadership.

   The only way I can prove what I have said is myself; I have come in contact with people and prejudices and their problems, tried to communicate with them and accept it, and then meet and cope with it. This whole camp in general has given me a special responsibility to myself and others and the leadershp abilities I need to become a leader rather than a follower.

-- Well, I've learned the problems of different cultures and I learned to deal with them. I learned how to be a leader and a good one. I learned about problems throughout the world and what to do if I so happened to run up against them. And I learned not to run away from your problems but to fight against it.

   I can prove the things that I've learned by way of advice, action and the way of communication with others.

-- Learn about new people, learn how to express myself to other people.

   Ask the people.

-- I have learned to help other people of my race and other races.

By going back looking over the separate cabin problems, the meeting I went to for my race, and other races. Trying to help them.

-- I think I have learned many differences and similarities between cultures, and how I can improve my communication, many problem solving methods, many human relations techniques, and most importantly, I've learned how to go about changing something I think is wrong, or least to try. I feel what I've learned here is incomparable to any experience I have had before and I have and will benefit greatly from the program.

Before I came to this camp I knew no Blacks, very few Chicanos, or Indians, no Jews and no Orientals. All I knew were whites, middle class Christians. I have met many people of different cultures and now although I don't fully understand people of other cultures, I understand them much more than I did before. Also, before I came I was unwilling to be open and risking in conversation and now I am open and risking while still at ease. We've had so many problems to solve here I've had to learn many different problem-solving techniques.

-- I've tried to learn how to be Sharon Smith and what I want to be. I've learned that it is easy to hate and easy to be hurt.

I can prove it by trying living what I've learned.

-- I've learned how to get along with people and make friends easier.

I can prove it by all the friends and other people I know.

-- I've learned increased awareness of cultural differences, learned different ways of communication that exists, learned more about cultures, reactions of people in situations, experiential education processes, more about people, and human development progress.

I can prove it by using the knowledge that I have gained by working in some sort of program where one can bring about change, for example in school and in neighborhood or precinct.

-- I've learned to better understand myself and people that are opposite me in belief, culture, and color.

I can prove it by an example of my beliefs now and of before and also of my actions.

-- I have learned to accept problems that came up, such as the race problem, and personal problems at a better standpoint. I've learned to let out my problems instead of keeping them all in. I can stay with a group of people and live with them.

I can prove it by being able to accept differences in people and society. I can accept people as they are and not by their color. To cope with my problems, other than running away from them all the time.

-- I've learned how to get involved, communicate with others, understanding of others, responsible feedback, general problems in the world, learn different subjects.

I can prove it by talking to others and try to understand their problems; I have more Black and Chicano friends than before, and I think I can be able to do things I couldn't have done before, like forming my own organizations or clubs in order to change other things. I can understand prejudice and it sparks up interest where there is a need for a leader.

-- I have started to find myself; I have learned not to judge people by their first actions; I have learned how people of different races wish to be treated. That all kinds of people can live together, work, and learn without too many problems; I have also learned to accept people as they are; to be active in my community.

I am aware of my inner self and can think for myself. I now wait for that person to disturb me to a point of dislike. I don't have anyone I dislike. Blacks want to be called Blacks, Chicanos want to be called Chicanos and not other names. They want to be treated as equal humans. We had a big racial problem. I think we have all learned at least three things because I don't know any racial hates. I have lots of friends, I don't dislike anyone. I know of several actions I am going to try at home to make my community a better place.

-- I have learned to be able to live together with people of different background; to understand the emotion of others, to work together to solve problems in a rational way. To learn to really laugh and to love people. To understand man's relationshp to himself, his brothers and his environment. Learn to absorb hostilities of others, and learn to function well under emotional strain. I also learned that not all older people are corrupt, that a 29 year old could be more with it than a sixteen year old.

I can feel myself becoming less confused about the way people work, I can understand the way that people act in certain situations. I found myself keeping my cool yet being more honest than I have ever been in my life.

-- I have learned how to talk to people, how prejudiced people are, and how to participate in activities.

I can prove it by showing I was in a sport, that I talk to people, that I'm not prejudiced by going around like I have everyday with everybody.

-- I have learned that there is a lot of prejudiced people, that people can't or can hurt other people enough that they never have anything; that people can hurt or help people.

I can prove it has happened to me. I haven't had any experience like the one when I went to Estes Park and the people kept saying "there is an Oriental with a White." I've seen kids tongue lash and cuss out others so bad that the kid doesn't do or say a thing.

In the beginning lots of people hurt me but when I got to know them well they helped me a lot.

-- I've learned to talk freely with people; new things about other people's environments, and to become a leader. How to make friends.

There is nothing I can write to prove what I've learned. It's in my mind and will show if you watch.

-- I learned that you can trust some people, and that some people are really cool deep down inside but are just too frightened to tell anyone, and some people just don't like to talk or discuss too many things, they just clam up. They don't really want to talk about their problems or things. Like I have found out that I can help other people with their problems but I can't really help myself and that some people really get upset if the group doesn't get down to business they really get jumped on.

There is no way I can really prove that I did learn all of these things, you will just have to trust me that I am telling the truth, and laying the facts to you.

-- Emotionally I have undergone stress in various ways, from personal relating to spiritual guidance. I believe I have learned a great deal about myself and others, emotionally and intellectually. I have totally revised my college career by turning from an engineer to new education. Within my high school next year I hope to perform certain radical changes in hopes of helping to revamp the educational system.

Behavior is the only true evaluator at least in terms of measurement. Therefore the best possible proof is in use of follow up programs. Insofar as my emotional education is concerned, my behavior here in the camp indicated, at least to me, that my assertations are verified. By use of some kind of follow up program and perhaps at Christmas and have a reunion.

-- I have learned things about nature, the mountains, lived with some other people and to speak out when necessary; a good vocabulary.

I can prove them by using them at school and at home.

-- Only by individualism can a person be judged. I have learned to understand and respect other cultures besides my own. Failure is not an all bad experience because you learn from it. To speak in more specific terms than general ones. It pays to be more open with your thoughts. To receive constructive criticism instead of rejecting it to protect personal pride.

By my actions and reactions since I have been at camp you can judge me.

-- I have learned to be honest with myself, to listen better and to be more open.

Before I'd lied quite a lot and now I can be honest with myself and others and before I wouldn't be interested in listening to other people's problems but now I can listen to them pretty good.

-- I have learned more personal insight, some basic leadership skills, problem solving skills, different types of people from different races. A new attitude toward nature and environment.

By my actions and attitude toward other people now as compared to before I came will prove myself.

-- I have learned the problems of society, and a basic knowledge of leadership.

I can prove it by my individual wisdom and a very broad understanding of what I will have to face if I become involved in today's society. I have a great understanding of how and why my parents are as they are.

-- I have learned much more about people than I ever knew before. I have learned to better understand and get along with people from all different cultures and backgrounds; I have learned to understand and appreciate, and sympathize with others and their feelings and last but not least, I have learned to be more open, honest and willing to risk.

Well, I've learned much more about people here at camp because I've been here with mostly the same people both day and night in classes, at parties, and Human Relations. I feel that to get to know a person you must first both work, play, and live with them, and that's what I've done. Since I've been around people and talked with them I feel that I can really better understand them, and their thoughts, and from being in H.R. groups and talking I feel that you almost have to talk and be open.

-- I have learned more about myself. How to cope with problems and to try to solve them; How different people worship; to work better with people of all races. It also showed me how prejudiced most people are about the different cultures and problems of them; I have certainly learned a great deal.

I can't really prove I learned more about myself but I now know more of what I want to make of my life; to cope with problems; I know it's better to talk with someone and know completely about it, then to discuss a solution to the problem. Get about three or four solutions and then decide which is the best and try it. If it does not work, try another--use the plan or trial and error. That the Jewish have Saturday as a day of rest instead of Sunday; how to communicate better with people like at first I couldn't get through to Terry Woodward and now he and I get along well. In that film when the different Blacks went to different churches and then looked and what they said, and even the prejudices in my own cabin like when Marvin and Jesse got into trouble, everybody was prejudiced about it and judged them by the color of their skin and not by themselves; and how the Earth would be uprooted if there were no trees.

-- I have learned to live with kids my own age, to evaluate the staff clearly, learn new techniques to give others a chance to bring out their total effectiveness of verbal contact--even shy ones--who don't get much feedback or helping along to get feedback--get it here if the subject is directed to him and explained....He understands.

I can prove I've learned because I know that I've understood the things I read and rapped to other people about the learning processes. I know how to stay around or stay away from people I like or dislike very much, and feel the attitudes go cold; and stay around productive people who want to learn or just give advice in your (or should I say my) personal life. And I learned to listen to people, however valid or invalid, relevant or irrelevant it may be or seem.

-- I have learned courtesy; respect, honesty, friendship; I received some learning in classes; I am learning how to get along with Anglos, because I live with Chicanos and Blacks, although I'm Chicano.

I can't prove what I've learned, because I don't really know.

-- I have learned to speak out more clearly; to understand people's problems. I have learned more English vocabulary.

I can prove what I've learned by working in the outside world.

-- The learning in this camp was vast and varied. One can hardly approach it in a paragraph, so I will skim over the very most important ones. I have learned who and what activists are and the advantage of being one. I have learned the real meaning of "cultural differences and similarities," and it has changed my life. In fact, my personal relationship with other people has improved markedly. I have a real understanding of what other people are.

There are no concrete tests to prove what I have learned, but I think my actions now and especially when we get back to the "real world" will bear out the changes.

-- I have learned to better understand the behavior patterns and living habits of different people.

I can prove I have learned by being better able to function in a community.

-- I have learned a lot about myself, some not so satisfactory; also I have learned a lot about relating to people (I can communicate to people much better now, and it was quite a hangup before.) Also, I have learned new ideals of getting people together and how much power could be involved, new ideals in education--good ideals are developed in brainstorming.

Since school is my main interest point and I am already involved in school, I can prove what I have learned by using ideals of new concepts in education, as an ecology class, open campus, pass-or-fail grading system, etc. But if I can at least get the kids together in my school (which I have to do before anything else is possible), we (the students) could move the world.

-- I have learned to work and to understand people.

I can prove what I have learned by going back into the community and working effectively.

-- Trite as it sounds, I learned to never condemn a person until I get to know them. Honestly, I mean, before I came up here, I had the terrible habit of disliking a person because of first impressions or reputations. But I really think I can now say that most dislikes are born of misunderstanding, because when I take the time to really know someone, I find him easier to like. I have also learned a greater respect for the viewpoint of people from different backgrounds than I ever encountered in my home town.

Never again will I condemn someone until I have made a really sincere effort to understand where he's coming from; I think, now that I have learned better how to deal with all types of people, I honestly can become a better leader of the organizations I belong to. And I've picked up so many valuable ideas for editorials in my school newspaper next year.

-- I have learned to be a leader of my community; I have learned to accept feedback from other campers and counselors; I have learned to accept others' feelings and how to try to help with problems. I have learned to forget hate and feel free to love.

I hope to prove what I have learned by going home and proving these things to my people, and it's hard to prove it right here and now, but I can go home and prove them to myself.

-- I have learned to get along with all kinds of people, to help solve problems at home in my community, how to help the ecology everywhere, how to be a leader.

When I go back home I'll do my damnedest to help solve the many problems not only at home, but all over.

-- I have gained a better understanding of different people and a better ability to solve certain problems. I've also acquired a stronger dedication to myself.

If what I have learned is something that you prove, the only way is through actions.

-- I learned about myself, and I really learned the problems that the world has. I learned to get along with other people and how to be concerned about other people.

Everyone is proving what he learned right now by the things you do and say.

Question No. 4

Do you plan to use what you've learned here?

There was only one negative reply and one non-reply. 46 campers answered Yes.

How do you plan to use what you have learned?

Half of the campers (23) plan to use the skills acquired here (leadership, communication, new racial understanding) to modify, change or challenge their school environments. The next area of application (9 votes) was in ecology and pollution, with most campers dedicated to exploration and action in environment crises. "Understanding," "Leadership," and "Family Relations" were other areas of skills application mentioned at least several times. Finally, change within Church, community action or political groups were other specific interests.

Question No. 5

What was your best experience?

HR meetings appear to be the setting for the "best" experience. Communication, self-awareness, and broader understanding of humanity were some of the reasons listed in explanation of the experience. The second "best" experience was comprehension of the racial situation--its turmoil, complexity, and emotional base. The communication achieved in HR and/or staff meetings was rated third. All of these experiences were within 2 votes of each other. The Estes Park-Black Culture Field Trip, the experience of Experiential Learning, and Ecology/New Education were also specifically listed.

Question #6

What was your worst experience here?

The various racial experiences, from verbal to physical misunderstandings, were rated the "worst" experiences, although more in terms of personal frustration for the camper. Personal problems, especially the loss of friends who were sent home before the close of camp, was an equally high area of notice. Non-communication, in HR groups or in living groups, was also highly rated as a "worst" experience. The basis was usually personal hurt or hurting another emotionally. Loss of self-confidence, apathy, or confrontation with violence were also notably rated. In general, the voting for the "worst" experience was more spread (8-6 the highest number of votes for any one experience) and smaller than the previous question.

Question #7

How would you keep the camp the same if you were a staff member next year?

Programs, goals and classes were generally acclaimed to remain the same (11 votes). HR was especially noted (11 votes) to be included in the same manner in a future program. The culture classes received 7 votes to be maintained next year. Tied with this was the continuance of the camper/staff relationships, especially in terms of shared responsibility. The experiential learning environment was favored (6 votes), supplemented by the Free University (6 votes). Three people also supported the sending home of certain campers before the camp ended.

Question #8

What would you change in the program if you were hired as staff next year?

The overwhelming response to this question was more pre-program organization, specifically in the screening of camper applicants and staff (19 votes). Different classes (although not specifically noted) and more recreation was the next suggestion (11 votes). Four people sought a longer time period and earlier starting date. Fewer rules, less structure, more community responsibility and older minimum age were other plausible changes, as seen by a few campers.

Question #9

List the names of the ten campers you think gained the most from this camp--gained the most, learned the most, etc.

The 11 campers (there was a tie for tenth) most often cited are, in order:

Marvin Alexander, Cindy Richman
Chester Givens
Candice Cason, David Pittman, Jan Manis
Doug Ware
Lesley Bell, Kem Bailey
John Sun, Andrea Meyers

Question #10

List the names of campers and staff members who were most helpful to you in learning during this camp.

The complete results are printed here in order to provide measured specific feedback for as many individuals as possible.

Campers	
Acosta, Brenda	0
Alexander, Marvin	16
Austin, Tom	1
Bailey, Kem	4
Bates, Frances	1
Bell, Lesley	11
Benson, Debi	3
Brown, Laurence	5
Cason, Candice	2
Clark, Kathy	2
Cohen, Richard	4
Cooks, Tommie	1
Corwin, Sheila	4
Culvey, Brian	1
Dow, David	0
Downs, Laura	7
Duran, Melanie	0
Givens, Chester	10
Grosshams, Ed	1
Grupp, Mary	4
Haworth, Richard	0
Haynie, Gary	7
Hays, Marcella	0
Kaplan, Naomi	4
Kushihashi, Debi	3
McHenry, Cherie	3
Manis, Jan	4
Melanson, Paul	4
Meyers, Andrea	8
Millenson, Mark	9
Mobley, Dave	0
Monroe, Shelly	7
Morales, Barbara	4
Morrison, Zane	0
Myers, Ruth	0
Pittman, Dave	7
Richman, Cindy	10
Rogers, Doug	2
Sidney, Don	5
Smith, Sharon	5
Sun, John	2
Sun, Susanna	8
Trujillo, Amy	0
Trujillo, Rich	3
Underwood, Iris	3
Ware, Doug	2
Woodard, Tim	0
Woodard, Terry	4

Question #10 (Continued)

Staff	
Rich Rocchio	13
Stephen Lenton	23
Peg Talburtt	16
Mary Taggart	12
Lynn Bussey	12
Bart Broussard	6
Ron Carbin	3
Ron Hill	21
Dave Anderson	12
Glenn Towery	23
Paul Brubaker	7
Paul Acosta	29
Raymond Scott	17

#11. Are there any campers who you think could work effectively as staff members next year? If yes, who?

Nine (9) campers said No.

Three campers were mentioned by at least 20% (10 campers) of the campers. In order of most often nominated, they are: Lesley Bell, David Pittman, and Chester Givens.

#12. Pretend you are a member of the U.S. government in charge of giving money for next year's camp. You can hire only five of the present staff; which five of the present staff would you hire again?

The five staff members most often nominated are, in order:

1. Glenn Towery
2. Stephen Lenton
3. Paul Acosta
4. Richard Rocchio
5. Ronald Hill

#13. How well do you think you lived, worked and learned with people different from yourself?

Scale:	1	2	3	4	5	6	7
	Not at all			Somewhat			Very well
Rating by Total Number:	0	1	1	8	10	16	10

#14. How well do you think you have used your own resources, skills and abilities to adjust and to live in this camp?

1	2	3	4	5	6	7
Not at all			Somewhat			Very well
0	0	1	9	15	14	7

15. How well do you think you have been able to use this experience to learn and understand?

1	2	3	4	5	6	7
Not at all			Somewhat			Very well
0	0	0	5	11	11	20

16. How much do you think you have added to your knowledge of the issues and problems in the environment and with ecology?

1	2	3	4	5	6	7
Nothing at all			Some			A great amount
1	3	6	15	7	7	6

17. How well do you think you developed a positive attitude toward your environment and learned ways to improve and protect it?

1	2	3	4	5	6	7
Not at all			Somewhat			Very well
0	1	2	13	11	14	7

18. How much did you learn from campers who came from different backgrounds, and how much did you teach others about your background?

1	2	3	4	5	6	7
Nothing			Some			A great deal
0	2	4	6	11	12	12

19. How well do you think you learned problem-solving skills?

1	2	3	4	5	6	7
Not at all			Somewhat			Very well
1	0	2	8	10	16	10

20. How well do you think you learned new leadership skills?

1	2	3	4	5	6	7
Not at all			Somewhat			Very well
0	1	3	6	7	22	6

21. How much do you think you grew and learned about yourself during this camp?

1	2	3	4	5	6	7
Not at all			Somewhat			A great deal
0	1	0	3	8	9	26

22. How much new meaning is there to your life because you always tried to be honest and trust?

1	2	3	4	5	6	7
Not at all			Some			A great deal
0	1	1	4	9	16	16

IV. DISSEMINATION ACTIVITIES

Publicity for the TWIN OWLS MOUNTAIN CAMP

1. In December 1969 and January 1970, CRE staff conducted a series of meetings to acquaint businessmen with the plan to conduct an intercultural youth camp in order to raise a development fund.

    a) Special meetings in Estes Park and Denver, hosted by members of CRE's Board of Trustees

    b) On the program of Estes Park Rotary, Kiwanis and Women's Clubs - Boulder Kiwanis - Loveland Rotary

2. Printed material was developed for recruitment and early development funding.

    a) Brochure for Twin Owls Mountain Camp (copy enclosed)
    b) Brief description of the project plan (copy enclosed)
    c) Project description and need for follow-up funds (copy enclosed)

3. Publicity releases were sent to all the major newspapers in the State.

    a) General release concerning the Office of Education grant for the camp

    b) News stories, with photos, after the participants arrived at the camp

    c) Periodic local coverage in CRE's weekly column in the Estes Park Mountain Gazette

    d) Report of the camp in the August issue of the CRE Newsletter which has a mailing list of 1400 throughout the country.

Copies of these are enclosed. We don't subscribe to a clipping service, so we don't have copies of all the stories and photos that were printed although we have heard from a number of people in the State that they saw our publicity. Copies are enclosed of the few clippings which we received.

A
DIFFERENT
KIND
OF
SUMMER

TWIN OWLS MOUNTAIN CAMP

ESTES PARK, COLORADO
July 26 – August 22, 1970

SUMMER 1970

Would you like a DIFFERENT kind of summer?

A relevant learning experience?

The TWIN OWLS CAMP may be the answer.

WHAT IS IT?

A 4-week camp on a ranch in the Colorado Rocky Mountains for young men and women from 14 to 18 who want a truly different kind of summer experience.

WHY IS IT DIFFERENT?

Hiking, mountain climbing, horseback riding, swimming, and all the rest.. BUT woven into the days will be exciting learning experiences.

WHAT'S SO EXCITING ABOUT LEARNING?

Aren't we all tired of being lectured to? being spoonfed facts to memorize? never having a "say" in deciding what we need to learn? not having a chance to discover anything for ourselves? WELL, THEN, LISTEN: At this Camp, we will have a say. It'll be a learn-in, sort of. Learning by experience. That's what makes it exciting.

HOW DOES IT WORK?

Given the Camp's general guidelines, we -- the participants as a group -- decide what we need to learn, what problems we have to solve -- discover what resources are available -- plan experiences to help solve those problems -- then evaluate the experiences and alternate solutions to the problems.

We won't be "taught" .. but we'll learn "how to learn." Once we learn the process we can apply it to any problem we might face in the future.

WON'T THERE BE ANY INSTRUCTORS?

Oh, yes, there will be a very well-trained professional staff. Not as classroom teachers - but as resources in our search for solutions to problems.

WHAT KINDS OF THINGS WILL WE LEARN?

All learning can be grouped into four areas. We'll explore each .. to the degree that our interests lead us.

Man's relationship to nature:

Everybody is now beginning to realize that our planet is fast being destroyed by human carelessness and unconcern. At the Camp we'll focus on the ENVIRONMENTAL CRISIS and what we can do about it .. for "if we're not part of the solution, we're part of the pollution."

Aside from that .. the Camp, in the midst of a vast region of mountain beauty, is a perfect setting to learn to appreciate and ENJOY the natural world.

Man's relationship to the man-made world:

It's easy to say the world's in a mess and we don't want any part of it! It's harder to find solutions to the problems. But we have to live in today's world -- to say nothing of tomorrow's. So .. at the Camp we'll learn how to wrestle with the kinds of problems man continues to create.

In small group sessions, we'll BRAINSTORM IDEAS and come up with some plans we can take home with us in order to become involved where we live in the process of constructive CHANGE.

Man's relationship to other men:

There will be a variety of young people at the Camp. We'll live, work, play, and learn together. By understanding our differences, as well as the things we have in common, we'll learn the value of diversity.

Much of the learning experience will take place in small groups, to allow maximum involvement and contribution by each of us. Through working together and sharing ideas, we'll learn what relationships must exist among people if mankind is to live in peace.

Man's relationship to himself:

Understanding ourselves is the basic prerequisite for personal growth. Through the group interaction of Camp life, we'll gain a deeper understanding of ourselves AND a broader perspective of the world outside ourselves .. as we relate to nature and to the ideas and beliefs of other people.

WHAT, REALLY, WILL WE GET OUT OF ALL THIS?

The Camp experience isn't the end of it. We'll get at least a toe-hold on a learning process which can help in our continuing development of:

Appreciation for the human and natural environment and concern for ecological balance

Creative problem-solving skills

Skill in communicating with other people

Leadership skills

Personal and interpersonal growth

Understanding ourselves and our place in the scheme of things

PLUS . . . pure mountain air to breathe - good food - new friends - all kinds of outdoor recreation - Western ranch-style hospitality.

Learning CAN BE an adventure .. part of the joy of living!

And learning HOW TO LEARN is essential in our rapidly changing world!

JOIN US THIS SUMMER.

YOU'LL BE GLAD YOU DID.

CRE | Center for Research and Education
Box 1768, Estes Park, Colo. 80517
(303) 586-2381

Date ______

I am interested in the Twin Owls Mountain Camp for Summer 1970.
Please send me an application form and more information.

Name and age ______

Address ______

______

Phone ______

Please send my friend information also:

Name and age ______

Address ______

______

I have the following questions:

Signature of Parent ______

The Camp is limited to 100 participants. Applications should be received by June 1, but they will be accepted as long as space is available.

Return the card below TODAY for more information and an application blank.

--

Do you have a friend who'd like to receive a brochure? Let us know. We'll be glad to mail him one.

First Class
Permit No. 58
ESTES PARK
COLORADO

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

Postage Will Be Paid By —

Mr. Richard Rocchio
Center for Research and Education
P. O. Box 1768
Estes Park, Colorado 80517

The TWIN OWLS MOUNTAIN CAMP is conducted by the Center for Research and Education. It is a private, non-profit organization involved in innovative educational, training, and research activities.

Its staff and counselors have had wide experience in working with young people and are trained in the "experiential learning" techniques developed by and used successfully by CRE for several years.

A more detailed description of CRE's competence in this area as well as a description of the participative/experiential education methodology will be sent upon request.

For more information, you are invited to write or call:

Richard Rocchio, Camp Director
Center for Research & Education
P. O. Box 1768
Estes Park, Colorado 80517

(303) 586-2381
Evenings: 444-0637

Facilities

The Camp will be held from July 26 to August 22, 1970, at the H-Bar-G Ranch just outside of Estes Park, Colorado, at the edge of the Rocky Mountain National Park.

Accommodations include modern cabins with dormitory-style bedrooms, a spacious dining room, and recreation facilities.

Cost

Tuition of $750 includes room and board, laundry, and all camp activities, payable $50 with the application and balance by July 10.

Tuition does not include transportation to Estes Park. Seven major airlines serve Denver Stapleton International Airport; bus service is available between Denver and Estes Park.

By automobile, Estes Park is 70 miles northwest of Denver. Camp participants will not be permitted to have their own cars at Camp, however.

Each participant will provide his own personal equipment. A list of suggested items will be forwarded with the application form.

Health

Participants are required to have a physical check before arriving. A nurse will be stationed at the Camp, and referral doctors will be available.

Special Financial Aid

Arrangements are being made for scholarships and other financial aid for those with proven need. Information about this assistance program will be sent upon request.

TWIN OWLS

MOUNTAIN CAMP - A Summer Workshop for Young People

The Need

The increasing complexity of America's social and environmental problems will demand a degree of maturity, intelligence, insight and strength from tomorrow's leaders unprecedented in the history of the country.

But are tomorrow's leaders -- today's youth -- being adequately prepared for these difficult tasks? Too many of our young people feel frustrated and angry. Unable to perceive a creative channel for their energies, they often turn to confrontation, or as hippies, simply drop out with drugs. The communication gap between generations has become a chasm.

How can we tap the energy of America's greatest natural resource -- her young people -- to prepare them to constructively and actively search for solutions to the problems of ractial tensions, overcrowded cities, pollution of the environment, and all the other major problems that we face today? To deny the magnitude of the task would be folly; but to deny the potential of our young people to help solve these problems would bring sure disaster.

A Proposal

The Twin Owls Mountain Camp is a first step toward giving the young people of America the skills to cope with these problems. The major purpose of the Workshop is to prepare young people to assume a role in the solution of their communities' major social and environmental problems by developing responsible leadership and involvement to help solve local problems and concerns.

The participants will be selected from among high-school age boys and girls from rural, urban and suburban areas, in the state of Colorado principally, and will represent the various socio-economic and ethnic groups in each of these areas. These young people will work to develop a common approach to solutions of problems in their communities.

Goals

The basic goals of the Workshop are for the campers to develop and improve their skills in (1) communications, (2) creative problem identification and problem solving, and (3) leadership for use in their own communities. Further objectives include helping the participants develop and expand awareness and knowledge about man's relationship to the natural environment, the man-made environment, other men, and himself.

The Plan

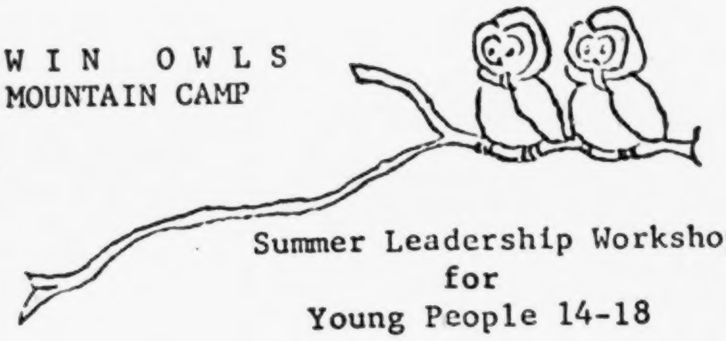
This year's pilot program will consist of a 4-week summer camp scheduled for July 26 - August 22, 1970, to be conducted at the H-Bar-G Ranch near Estes Park, Colorado, at the entrance to the Rocky Mountain National Park.

To help the participants apply the skills, abilities and understandings gained in the camp sessions, a series of workshops are planned for the following winter in the communities represented. In succeeding years, it is hoped to expand the program by conducting regional camp-workshops.

Participants will work in small task groups supported by trained staff. The program will be centered around the experience-based learning techniques which the Center for Research and Education has developed over the past few years. Such a program stresses the participants' responsibility for their own learning.

We at the Center for Research and Education believe the Camp-Workshop to be a unique venture in the training of American youth for the exceedingly difficult leadership requirements of tomorrow. The Workshop's focus on a multi-ethnic approach to the solution of common problems is in the best American tradition; it is, in fact, the only way in which the society, as we have known it, may be preserved.

TWIN OWLS
MOUNTAIN CAMP



Summer Leadership Workshop
for
Young People 14-18

THE NEED

The increasing complexity of America's social and environmental problems will demand a degree of maturity, intelligence, insight and strength from tomorrow's leaders unprecedented in the history of the country.

How can we tape the energy of tomorrow's leaders - today's youth - to prepare them to constructively and actively search for solutions to the problems of racial tensions, overcrowded cities, pollution of the environment, and other major problems - such as the use of drugs - that we face today?

A PROPOSAL

The Twin Owls Mountain Camp is a first step toward giving the young people of America the skills to cope with these problems. The major purpose of the Workshop is to prepare young people to assume a role in the solution of their communities' major social and environmental problems by developing responsible leadership and involvement.

GOALS

Basic goals are to develop and improve

* communication skills
* creative problem-solving skills
* leadership skills

Further objectives include helping the participant develop and expand his awareness and knowledge about man's relationship to the natural environment, the man-made environment, other men, and himself. Intercultural communication and understanding will also be an overriding concern throughout the program.

THE PLAN

The pilot program consists of a 4-week Workshop to be conducted from July 26 to August 22, 1970, at the H-Bar-G Ranch near Estes Park, Colorado.

Participants will be selected from among high-school age boys and girls, in Colorado principally, representing various socio-economic and ethnic groups. Qualifications will include demonstrated leadership potential. Both partial and full scholarships will be available.

Campers will work in small task groups - supported by trained staff - to develop a common approach to solutions of problems in their communities. The program will be centered around experience-based learning techniques developed by CRE. These techniques stress the participant's responsibility for his own learning.

Continuous contact will be maintained with the participants as they become involved in local community action and begin to apply the skills, abilities and understandings gained in the camp sessions. In further support of these efforts, a series of follow-up workshops are planned in the communities represented during the winter months.

Center for Research and Education, Box 1768, Estes Park, Colo. 80517 (303) 586-2381

cre

CENTER FOR RESEARCH AND EDUCATION
P. O. BOX 1768 / ESTES PARK, COLORADO 80517 / TEL. (303) 586-2381

TWIN OWLS MOUNTAIN CAMP

A Summer Camp/Workshop for Young People

THE CHALLENGE

The increasing complexity of America's social and environmental problems will demand a degree of maturity, intelligence, insight and strength from tomorrow's leaders unprecedented in the history of the country.

But are tomorrow's leaders being adequately prepared for these difficult tasks? Too many of our young people feel frustrated and angry. Unable to perceive a creative channel for their energies, they often turn to confrontation or simply drop out with drugs. The communication gap between generations has become a chasm.

How can we tap the energy of America's greatest natural resource -- her young people -- to prepare them to constructively and actively search for solutions to the problems of racial tensions, overcrowded cities, pollution of the environment, and all the other major problems that we face today? To deny the magnitude of the task would be folly; but to deny the potential of young people to help solve these problems would bring sure disaster.

TWIN OWLS MOUNTAIN CAMP

The Twin Owls Mountain Camp is a step toward giving young people of Colorado the skills to cope with these problems. The major purpose of the workshop is to prepare young people to assume a role in the solution of their communities' major social and environmental problems by developing responsible leadership and involvement to help solve local problems and concerns.

The participants have been selected from among high-school age boys and girls from rural, urban and suburban areas, from the state of Colorado principally, and represent the various socio-economic and ethnic groups. These young people are now working to develop a common approach to solutions of problems in their communities.

THE PLAN

This year's pilot program consists of a 4-week summer camp which is being conducted from July 26 to August 22, 1970, at the H-Bar-G Ranch in Estes Park, Colorado, near Rocky Mountain National Park.

Participants are working in small task groups supported by trained staff. The program is centered around the experience-based learning techniques which the Center for Research and Education has developed over the past few years. Such a program stresses the participant's responsibility for his own learning.

To help the participants apply the skills, abilities and understandings gained in the camp sessions, a series of small workshops are planned for the following winter in the communities represented. In succeeding years, it is hoped to expand the program by conducting regional camp-workshops.

We at CRE believe the camp-workshop to be a unique venture in the training of American youth for the exceedingly difficult leadership requirements of tomorrow. The focus on a multi-ethnic approach to the solution of common problems is in the best American tradition; it is, in fact, the only way in which the society, as we have known it, may be preserved.

SCOPE OF WORK

The program has been divided into three phases:

Phase I - (February 1 - July 18, 1970) Program Development and Organization

Phase II - (July 19 - August 29, 1970) Staff Training and Conducting of the Camp/Workshop

Phase III - (August 30, 1970 - January 31, 1971) Evaluation/Research and Community Action/Involvement Program

PROGRAM FINANCING

The Center for Research and Education obtained funds in the amount of $17,000 from the private sector to finance Phase I, the developmental portion of the program. Funding for Phase II, the camp-workshop itself, was awarded to CRE from the U. S. Office of Education in the amount of $55,000. CRE is now seeking funds in the amount of $20,000 for the follow-up support costs to be incurred under Phase III. A brief description of the follow-up program and rationale for funding needs follows.

WORKSHOP EVALUATION AND COMMUNITY FOLLOW-UP PROGRAM PLAN

A careful evaluation of the camp-workshop for the summer of 1970 has been systematically built into the workshop plan and is being conducted throughout the program. Future programs will be revised and improved on the basis of the results from measurements made in this summer's evaluation.

Workshop staff, during the fall and early winter following the summer camp, will hold small follow-up workshops in each participating community with the original camp participants and their sponsoring adults, to evaluate the individual and group action programs, and continue the training processes begun in the summer camp-workshop. These workshops will also bring in additional human resources of the area to help the participants in the implementation of their programs.

The workshops will endeavor to bring together young people and adults from within participating areas, to work together to bring about understanding between their communities, and to share with each other their successes and their problems. It will also serve to continue the basic work of developing each individual's leadership, problem-solving, and communication skills, and focus directly on understanding more about the environment in which they live. It would also enable the two generations to share with each other their feelings and concerns.

THE PROBLEM AND THE NEED

Far too many programs which are designed to meet very real social needs are funded and implemented without clearly stated objectives and without a plan for program analysis, documentation, and reporting of results.

It is essential that the TWIN OWLS MOUNTAIN CAMP be viewed as an experiment in both social action and innovative education. As such, it is also essential that plans be incorporated into the program for the community follow-up program and for a careful evaluation of both the summer camp-workshop and the community follow-up program.

On the basis of the evaluation of this pilot program, future programs can be improved and further developed. Without the follow-up support and feedback from measurements of the current program, there will be little or no basis on which to expand the program on a regional basis. There will, in fact, be no logical basis on which to even continue the program! And thus a program which was designed to meet the urgent needs of our young people, our leaders of tomorrow, may terminate without any visible measure of either success or failure.

Another major purpose for the follow-up portion is to help insure that the summer program provides the participants with an experience that will have a long-range impact. A summer program which only builds hope and does not provide for a realization of that hope or a real opportunity to test and try out what has been learned would, we feel, be a failure. The young people in this summer's program need support in their efforts to make their work at the TWIN OWLS MOUNTAIN CAMP count for something.

The Center for Research and Education is actively seeking funding for this phase of the TWIN OWLS MOUNTAIN CAMP in the amount of $20,000.

> The potential for the TWIN OWLS MOUNTAIN CAMP is as great as is the potential of youth itself. Now is the time to channel that potential into constructive approaches to the problems that divide us and threaten to destroy our society as we now know it.

cre

CENTER FOR RESEARCH AND EDUCATION
P. O. BOX 1768 / ESTES PARK, COLORADO 80517 / TEL. (303) 586-2381

June 26, 1970

To: All major newspapers in Colorado

FOR IMMEDIATE RELEASE

Estes Park: The Center for Research and Education has received a grant of approximately $55,000 from the U. S. Office of Education in support of CRE's Twin Owls Mountain Camp, it was announced today by Mrs. Pauline Birky, executive director. The camp is a summer workshop for young people 14-18 for studies in environment and ecology and the development of leadership and problem-solving skills. It will be conducted at the H-Bar-G Ranch in Estes Park from July 26 through August 22. "The major purpose of the workshop is to prepare young people to assume a role in the solution of their communities' social and environmental problems by developing responsible leadership and involvement," Mrs. Birky said.

Richard Rocchio of the CRE staff is the Camp Director. He said: "The Twin Owls Camp will provide a camping experience with all the usual recreational activities, but it will take place within the framework of a relevant learning experience. Participants will work in small task groups, supported by trained staff. The program will be centered around the experience-based learning techniques which the Center for Research and Education has developed over the past few years. It stresses the participant's responsibility for his own learning."

The basic goals of the workshop are (1) to help the participant develop and expand awareness and knowledge about man's relationship to the natural environment, the man-made environment, other men, and himself, and (2) to develop and improve his skills in communication, creative problem solving, and leadership for use in his own community.

To help the participants apply the skills, abilities and understandings gained in the camp sessions, a series of workshops are planned for the following winter in the communities represented. In succeeding years, it is hoped to expand the program by conducting regional camp-workshops.

Ernest E. Altick, a vice president of CRE and who for 30 years was Director of the Cheley Colorado Camps, is an active consultant to the project. Earl Reum and Art Bragg of the Denver Public Schools gave valuable assistance in the early planning, and the camp has the full support of the Colorado Department of Education.

"There are still a few openings and scholarships available," Mr. Rocchio said, "and interested young people are invited to make application." Write to Center for Research and Education, Estes Park, Colorado, or call 586-2381.

###

Estes Park Mountain Gazette
7-2-70

CRE Receives $55,000 Grant For Mountain Camp

The Center for Research and Education has received a grant of approximately $55,000 from the U.S. Office of Education in support of CRE's Twin Owls Mountain Camp, it was announced today by Mrs. Pauline Birky, executive director.

The camp is a summer workshop for young people 14-18 for studies in environment and ecology and the development of leadership and problem-solving skills. It will be conducted at the H-Bar-G Ranch in Estes Park from July 26 through August 22. "The major purpose of the workshop is to prepare young people to assume a role in the solution of their communities' social and environmental problems by developing responsible leadership and involvement," Mrs. Birky said.

Richard Rocchio of the CRE staff is the Camp Director. He said: "The Twin Owls Camp will provide a camping experience with all the usual recreational activities, but it will take place within the framework of a relevant learning experience. Participants will work in small task groups, supported by trained staff. The program will be centered around the experienced - based learning techniques which the Center for Research and Education has developed over the past few years. It stresses the participant's responsibility for his own learning."

The basic goals of the workshop are (1) to help the participant develop and expand awareness and knowledge about man's relationship to the natural environment, the man-made environment, other men, and himself and (2) to develop and improve his skills in communication, creative problem solving, and leadership for use in his own community.

To help the participants apply the skills, abilities and understandings gained in the camp sessions, a series of workshops are planned for the following winter in the communities represented. In succeeding years, it is hoped to expand the program by conducting regional camp-workshops.

Ernest E. Altick, a vice president of CRE and who for 30 years was Director of the Cheley Colorado Camps, is an active consultant to the project. Earl Reum and Art Bragg of the Denver Public Schools gave valuable assistance in the early planning, and the camp has the full support of the Colorado Department of Education.

"There are still a few openings and scholarships available," Mr. Rocchio said, "and interested young people are invited to make application. Write to Center for Research and Education, Estes Park, Colorado, or call 586-2381."

The Denver Post
7/6/70

Grant Will Finance Ecology Study Camp

ESTES PARK, Colo. — The Center for Research and Education has received a $55,000 U.S. Office of Education grant to finance operation of a camp on environment and ecology studies.

The center's Twins Owls Mountain Camp will be conducted in Estes Park from July 26-Aug. 22.

Participating will be young persons from the ages of 14-18. They will learn about working in community environmental programs.

The Denver Post
7/23/70

15 Camp Grants Available

Applications are being accepted by the Call of the Council Drums for an all-expense-paid, four-week environment and ecology camp.

Applicants must be Indian boys or girls between 14 and 18 years of age. Fifteen young people will be selected to attend Twin Owls Mountain Camp near Estes Park, Colo.

Dale Visinaiz, junior counselor at Call of the Council Drums, said applicants should contact him as soon as possible. The camp begins Sunday.

The camp will run until Aug. 22 with an educational experience intermixed with traditional camping activities.

Visinaiz said the camp features hiking, mountain climbing, horseback riding, swimming and other activities.

The camp, operated by the Center for Research and Education, a nonprofit corporation based in Estes Park, has a professional staff under the direction of Richard Rocchio, camp director.

Miss Eve Lee, camp staff member, said about 80 campers from a variety of ethnic backgrounds are registered.

Interested persons may contact the Call of the Council Drums by calling 892-0211; the council's office is at 1450 Pennsylvania St.

cre

CENTER FOR RESEARCH AND EDUCATION
P. O. BOX 1768 / ESTES PARK, COLORADO 80517 / TEL. (303) 586-2381

Special to: Ft. Collins Coloradoan
Loveland Reporter-Herald
Longmont Times-Call

July 29, 1970

FOR IMMEDIATE RELEASE (with photo)

Estes Park: Deborah Benson of Loveland, Deborah Kushihashi of Fort Collins, and Richard Haworth of Berthoud are amongst the 85 young people, ranging in age from 14 to 18, who arrived in Estes Park this week for a month's camping experience -- with a "plus." The plus is a new kind of learning experience within the broad field of environment and ecology.

The Twin Owls Mountain Camp, being conducted from July 26 to August 22 by the Center for Research and Education (CRE), is partially funded by a grant from the U. S. Office of Education.

Camp participants, primarily from Colorado, represent various socio-economic and ethnic groups. Richard Rocchio, camp director, said: "Living, working and learning together, they will form small task-oriented groups in which they will work toward the solution of common problems. In so doing, they will also begin to develop the communication skills and creative problem-solving skills which today's young people will need in order to become tomorrow's leaders."

It is hoped that the camp participants will develop both the interest and the skill required to translate what they learn in the camp-workshop into action and involvement in community affairs when they return home. To help accomplish this, CRE plans to conduct follow-up workshops for the participants and their sponsors in the communities represented during the fall and winter.

To provide a good cross-section in the camp population, CRE worked not only with the schools but also with several youth agencies in recruiting campers, including Metro Denver Urban Coalition, Youth Coalition, Denver Opportunity, Denver Boys, Inc., Denver Juvenile Court, Boulder Juvenile Court, Call of the Council Drums, and the Buddhist Church in Denver.

Fort Collins Coloradoan Thur., July 30, 1970

Attending mountain camp

Attending the Twin Owls Mountain Camp in environment and ecology are from left Deborah Benson of 720 Carsen Court, Loveland; Deborah Kushihashi of 2821 Meadowlark Avenue; and Richard Haworth of Berthoud. The ecology camp runs from July 26 to Aug. 22, and is conducted by the Center for Research and Education at Estes Park.

cre
CENTER FOR RESEARCH AND EDUCATION
P. O. BOX 1768 / ESTES PARK, COLORADO 80517 / TEL. (303) 586-2381

Special to: Boulder Daily Camera

July 30, 1970

FOR IMMEDIATE RELEASE (with photo)

Estes Park: Steve Rederth of Denver, Zane Morrison of Commerce City, Betsy Collins and Julie Vertrees of Boulder, checking in at TWIN OWLS MOUNTAIN CAMP, are amongst the 80 young people ranging in age from 14 to 18 who arrived in Estes Park this week for a month's camping experience with a "plus." The plus is a new kind of learning experience within the broad field of environment and ecology.

The Twin Owls Mountain Camp, being conducted from July 26 to August 22 by the Center for Research and Education (CRE), is partially funded by a grant from the U. S. Office of Education.

Camp participants, primarily from Colorado, represent various socio-economic and ethnic groups. Richard Rocchio, camp director, said: "Living, working and learning together, they will form small task-oriented groups in which they will work toward the solution of common problems. In so doing, they will also begin to develop the communication skills and creative problem-solving skills which today's young people will need in order to become tomorrow's leaders."

It is hoped that the camp participants will develop both the interest and the skill required to translate what they learn in the camp-workshop into action and involvement in community affairs when they return home. To help accomplish this, CRE plans to conduct follow-up workshops for the participants and their sponsors in the communities represented during the fall and winter.

To provide a good cross-section in the camp population, CRE worked not only with the schools but also with several youth agencies in recruiting campers, including Metro Denver Urban Coalition, Youth Coalition, Denver Opportunity, Denver Boys, Inc., Denver Juvenile Court, Boulder Juvenile Court, United Scholarship Service, Call of the Council Drums, and the Buddhist Church in Denver.

cre

CENTER FOR RESEARCH AND EDUCATION
P. O. BOX 1768 / ESTES PARK, COLORADO 80517 / TEL. (303) 586-2381

To: Denver Post
Denver Rocky Mountain News
and other papers in the State

July 30, 1970

FOR IMMEDIATE RELEASE (with photo)

Estes Park: Richard Dow, Shelly Monroe, Cherie McHenry all of Denver and Deborah Benson of Loveland, checking in at the TWIN OWLS MOUNTAIN CAMP, are amongst the 80 young people ranging in age from 14 to 18 who arrived in Estes Park this week for a month's camping experience with a "plus." The plus is a new kind of learning experience within the broad field of environment and ecology.

The Twin Owls Mountain Camp, being conducted from July 26 to August 22 by the Center for Research and Education (CRE), is partially funded by a grant from the U. S. Office of Education.

Camp participants, primarily from Colorado, represent various socio-economic and ethnic groups. Richard Rocchio, camp director, said: "Living, working and learning together, they will form small task-oriented groups in which they will work toward the solution of common problems. In so doing, they will also begin to develop the communication skills and creative problem-solving skills which today's young people will need in order to become tomorrow's leaders."

It is hoped that the camp participants will develop both the interest and the skill required to translate what they learn in the camp-workshop into action and involvement in community affairs when they return home. To help accomplish this, CRE plans to conduct follow-up workshops for the participants and their sponsors in the communities represented during the fall and winter.

To provide a good cross-section in the camp population, CRE worked not only with the schools but also with several youth agencies in recruiting campers, including Metro Denver Urban Coalition, Youth Coalition, Denver Opportunity, Denver Boys, Inc., Denver Juvenile Court, Boulder Juvenile Court, United Scholarship Service, Call of the Council Drums, and the Buddhist Church in Denver.

##

News from CRE

from the Center for Research and Education

Have you heard about the Twin Owls Mountain Camp CRE is conducting this summer? It's a camp-workshop for young people 14 to 18 to be held at the H-Bar-G Ranch here at Estes Park from July 26 to August 22. Most of the participants -- and we expect between 80 and 100 -- will come from Colorado, but a few from as far away as New York State. We're very happy to have received a grant from the U.S. Office of Education in partial support of this endeavor, which permits us to provide the experience for many young people who wouldn't otherwise be able to participate.

Twin Owls will not be just another summer camp. The camping experience and all the usual recreational activities will be there, of course. But woven into the days will be a new kind of learning experience as well. Environment is the broad subject: Man's relationship to nature -- to the man-made world -- to other men -- and to himself. Second, but not secondary, are the communication skills and creative problem-solving skills which today's young people will need in order to be tomorrow's leaders.

Recruitment for the camp has been done through camp directories such as the New York Times Magazine Section and the Saturday Review and also through the schools and youth agencies in Colorado. Although one aim is to bring together young people from a variety of ethnic, social, economic and geographic backgrounds -- to live, work and learn together -- another and equally important aim is to have participants with the potential for leadership in their respective communities.

Rich Rocchio of CRE, who will be Camp Director, has recruited some highly competent staff members from upper division college students, graduate students and faculty to guide these young people in their explorations.

Some of the participants will not have camping gear of their own. Several townspeople have said they'd be glad to contribute some equipment to the camp. So if anyone has things on hand that we could use -- perhaps left behind by grown-up children, we'd be most happy to receive them. Ernie Altick is providing the space in the back of the Loveland Savings & Loan Building, formerly occupied by an ice cream parlor, to be a receiving point, and several ladies have volunteered their services to be on hand from 10:00 to 12:00 and from 1:00 to 3:00 every day Monday through Friday beginning July 13. We need such things as: Sleeping bags, knapsacks or backpacks, flashlights, a hatchet and/or ax, cookout gear, ponchos, sports equipment such as volley balls, ping pong and badminton sets, indoor games, etc. For a full list you may call CRE at 586-2381 or take a look at the list which will be posted in the camp office downtown. Many thanks.

-Eve Lee

THE MOUNTAIN GAZETTE, THURSDAY, AUGUST 13, 1970

News from CRE

from the Center for Research and Education

Exciting things are beginning to happen out at Twin Owls Mountain Camp at the H-Bar-G Ranch. The first few days were unpredictable, of course, while 87 teenagers -- including Anglos, Blacks, Chicanos, American Indians, Japanese Americans and Korean Americans from a variety of social and economic backgrounds -- settled in.

But now -- planning together the goals they want to achieve, and governing themselves through Town Meeting sessions -- most of them are speaking to each other with increased understanding, some are asking very insightful questions of each other and of the staff, and some are even listening!

The participants planned an interesting cross - cultural experience for themselves last weekend. On Friday night the Chicano girls cooked dinner for the whole camp -- Mexican food including tacos, enchiladas, rice, refried beans, etc., as it is cooked in their homes. Saturday night the Black girls cooked a dinner of "soul" food, including chicken, ribs, black - eyed peas, cabbage, and fried pies. This Friday several Jewish girls have offered to cook a pre-Sabbath dinner. Through discussions of the menu and the preparation of the food, lessons in our many - faceted cultural heritage emerge quite painlessly.

-Eve Lee

THE MOUNTAIN GAZETTE, THURSDAY, JULY 16, 1970, Page 8, Section 1

News from CRE

from the Center for Research and Education

The starting date for the Twin Owls Mountain Camp is drawing near. The participants will be arriving on Sunday, July 26, for the 4-week session at the H-Bar-G Ranch.

As mentioned last week, CRE received a grant from the U.S. Office of Education in partial support of the camp, providing scholarships for some young people in Colorado who would not otherwise be able to attend. But not all of them will have camping gear of their own, and therefore we've asked for contributions of used (or even new!) camping and sports equipment. Volunteers will be at the camp office in the back of the Loveland Savings and Loan Building for another week -- every day from 10:00 to 3:00 -- to receive such things as sleeping bags, knapsacks, cookout gear, ponchos, etc., as well as general sports equipment.

The camp staff will arrive on Sunday, July 19, for a week of intensive training in CRE's teaching/learning techniques. Richard Rocchio of the CRE core staff will be the camp director. Twin Ow is a combination camp-worksh offering a camping experience and a learning experience with the broad field of environment a ecology as the subject.

We will be glad to send to anyone interested a description of CRE's participative / experien tial methodology which is use in all of our training programs. But briefly, and over - simplified: The student is not the recipient c education, but a participant in th education process. The focus will be more on the process of learning, and on equipping the studen with the skills to continue learnin beyond the workshop experience, rather than the transmission of knowledge from the "expert" to the "learner." The staff will guide the participants in their explorations, but the campers themselves will determine their goals, identify and work to solve problems relevant to them, plan their activities and evaluate their experiences. Through this process it is expected that the participants will develop skills and gain tools and concepts which can be applied in carrying out constructive programs of community involvement. Follow-up workshops in communities represented by the campers are planned for the fall.

-Eve Lee

Estes Park Trail
Trail Friday July 10, 1970 7B

CRE seeks equipment

The Center for Research and Education has need of camping equipment for their Twin Owls Mountain Camp being conducted at the H-Bar-G Ranch from July 26, to August 22.

Although recruitment for the camp has been done through camp directories in major newspapers and magazines, many participants have been recruited through schools and youth agencies in Colorado.

The grant CRE has received from the U.S. Office of Education in support of the Twin Owls Camp will permit some young persons to participate in the experience who would not otherwise be able to attend. However, many of them do not have camping gear of their own.

Several townspeople have said they would be glad to contribute some equipment to the camp.

Ernie Altick is providing the space in the back of the Loveland Savings and Loan Building, formerly occupied by an ice cream parlor to be a receiving point, and several ladies have volunteered their services to be on hand from 10 a.m. to Noon and from 1 to 3 p.m. every day Monday through Friday beginning July 13.

Such things as sleeping bags knapsacks or backpacks, ponchos, flashlights, cookout gear pocketknives, and the like are needed. Sports equipment such as fishing gear, volleyballs, softballs and bats, ping pong and badminton sets, indoor games, and the like are also needed.

A more detailed list will be posted in the camp office downtown, or by calling CRE at 586-2381.

Twin Owls will not be just another summer camp. The camping experience and a learning experience in the broad field of environment and ecology will be combined. In addition, it will seek leadership potential in each participant. Another goal of the camp is a step forward in the development of communication skills and creative problem-solving skills which today's young people will need in order to be tomorrow's leaders.

THE MOUNTAIN GAZETTE, THURSDAY, MAY 28, 1970

Rotarians Learn About A New Summer Camp For Young Leaders

At their meeting on May 21, Rotarians had for their speaker, Mr. Richard Rocchio, Director of Twin Owls Mountain Camp, which is located on the H-Bar-G Ranch and sponsored by the Center for Research and Education.

The Camp is a Summer Leadership Workshop for young people 14-18 years of age, to prepare them to assume a role in the solution of their communities' major social and environmental problems by developing responsible leadership and involvement.

This is a pilot program to be conducted from July 27 to August 22, 1970, and participants were selected from high school-age boys and girls, in Colorado principally, representing various socio-economic and ethnic groups. Partial and full scholarships were available and qualifications included demonstrated leadership potential. The program stresses the participants' responsibility for their own learning. The membership "quota" for the Camp is practically complete at this time.

A series of follow - up workshops are planned in the communities represented, during the winter months.

The June program committee is composed of Graydon Adrian, Jim Bissell and Charles Herzog.

Ralph Machin was selected as Sgt-at-Arms for the 1970-71 term of office.

cre Newsletter

August 1970

TWIN OWLS MOUNTAIN CAMP

The American Youth Camp/Workshop we have been planning and which we have mentioned in previous Newsletters has come to fruition. Our grateful thanks go to our many interested friends who provided the DEVELOPMENT money for the project. Now the OPERATION phase is underway through a U. S. Office of Education grant. Funds are still needed, however, for the EVALUATION and FOLLOW-UP phase of the project.

Site

The camp/workshop, named the TWIN OWLS MOUNTAIN CAMP, is being conducted at the H-Bar-G Ranch in Estes Park from July 26 to August 22. Its 300+ acres just outside the Rocky Mountain National Park sit amidst unsurpassed beauty and is an ideal setting for the purposes of the camp.

Program

Twin Owls is not just another summer camp. The camping experience will be combined with a new kind of learning experience within the broad field of environment and ecology. It is hoped that the camp participants will develop both the interest and the skill required to translate what they learn in the workshop into action and involvement in community affairs when they return home. Therefore, coupled with the environment studies will be efforts toward developing communication skills and creative problem-solving skills which today's young people will need in order to become tomorrow's leaders.

Staff

Richard Rocchio of the CRE core staff is the camp director. His own experience has included working with young people in recreation projects and he has recruited a very able staff of 15 - with expertise in the fields of environment and ecology, outdoor recreation, arts, crafts, cross-cultural training, etc. - who received a week of intensive training before the camp participants arrived.

Participants

The participants were recruited through general camp directories and through the schools and youth agencies in Colorado. These 80 young people, 14 to 18, represent various ethnic groups (Black, White, Chicano, Indian, Oriental) and various social and economic backgrounds. The intercultural mix, we feel, is important in developing communication skills.

Evaluation and Follow-Up

An evaluation of the summer's program has been built into the workshop plan so that a comprehensive final report can be written and future programs can be revised and improved on the basis of measurement made in this year's evaluation.

To help the participants apply the skills, abilities and understandings gained in the camp sessions, a series of workshops are planned for the coming winter in the communities represented. In succeeding years it is hoped to expand the program by conducting regional camp-workshops.

**

The evaluation and follow-up phase of the project is vital to the whole undertaking. Funds for this phase are urgently needed.

CENTER FOR RESEARCH AND EDUCATION — BOX 1768 — ESTES PARK, COLORADO 80517

SUMMER PEACE CORPS PROGRAMS

CRE is training volunteers for four countries this summer in addition to its in-country training center at Kabul, Afghanistan.

Tunisia

Architects and TEFL's (teachers of English as a foreign language) were the major skill groups trained for Tunisia this year, with language training in both French and Arabic. After 5 weeks at the H-Bar-G Ranch in Estes Park, the trainees left the States in mid-July for another 7 weeks of training abroad before their 2-year service assignments begin. About half of the trainees came from a Teacher Corps group at the Univ. of Ga.

Five of the staff, including Khemais Ben Hamida, the project director, were on last summer's program, and two of the language instructors worked with CRE in previous years.

Morocco

This is an "omnibus" group, including many different skills. Headquartered at a camp in Morrison, a few miles southwest of Denver, the 68 trainees will receive 7 weeks of training before leaving on Sept. 8 for a 2-week orientation in Morocco.

One of the largest skill groups is that comprised of kindergarten teachers. As part of their teacher training, they have been working with local Headstart programs. Coaches, agriculturalists and Rural Public Works trainees are also a part of the omnibus program.

Brazil

A group of agriculturalists and home economists who will work with the Rural Extension Service in the State of Mato Grosso in Southwestern Brazil is studying Portuguese and the cross-cultural aspects of living and working with Brazilians in the rural areas. This training is being done at the Rockmont College facility in Longmont, Colorado.

Brazil represents a new country of interest for CRE, and both Dr. Albert Wight and Dr. Michael Tucker of our staff visited there early in the spring to get first-hand information on the training requirements.

Quite a few area people are involved in this program. The project director is Allan (Smitty) Dorsey, a lawyer from Denver who was a Peace Corps Volunteer in Brazil himself several years ago. Last summer he directed a Brazil project through the Univ. of Wisconsin. His wife Guaraciema, a native of Brazil, is the language coordinator, and both of them will travel in-country with the trainees. Mrs. Judy Wisehart from Denver, on leave from her job as a Home Extension Agent on a special nutrition project for Colorado State University, is the administrative assistant and Susan Foster of Boulder is the secretary. Both of them have had in-country service in Brazil.

Micronesia

Consisting of a group of islands in the Pacific, Micronesia is a United Nations Trust Territory. Because of the size of the program (190 volunteers), two training contractors are working together: Development & Resources Corporation of Sacramento and the Center for Research and Education.

Needless to say, many skill groups are included in this program - from agriculture interns to lawyers and dentists to economic experts. The training program is a complex one for many reasons - not the least of which is the fact that there are 8 island languages involved. Because of the complexity, the entire training period of 10 weeks is being conducted in-country, mostly at a site on the Island of Saipan, with orientation trips into the remoter areas. D&R is handling the administration of the project and the technical aspect of the training; CRE is responsible for the language and cross-cultural training. Dr. Wight spent the month of June in Saipan to conduct staff training before the arrival of the trainees.

TEACHER CORPS TRAINING PROGRAMS

In the spring Newsletter, you will recall, we mentioned working with New Mexico State University (NMSU) on a Teacher Corps Directors' Conference where CRE's teaching/learning techniques were introduced and interpreted in the light of their application to Teacher Corps needs.

CROSS-CULTURAL HILT

CRE has subsequently designed a cross-cultural high-intensity language training program for 50 Teacher Corps Interns from New Mexico State University, Southern Colorado State College, and the University of Texas. The 6-week session is being conducted this summer by NMSU in Las Cruces. CRE designed the HILT model and provided a 2-week staff training workshop in Estes Park at The Elkhorn Lodge early in July.

Purpose - One of the major thrusts of the Teacher Corps is to provide quality education for children from deprived and minority groups. This requires not only effective teaching skills but the ability to relate to persons from another culture with sensitivity, understanding, and respect. This project, we feel, is noteworthy in that it stresses the importance of an understanding of cultural factors as well as language in intergroup communication. Its purpose is to train teachers in the Spanish language and in an understanding of the Mexican-American culture of the American southwest.

Evaluation - A committee of educators selected by TC were present during several days of staff training and will observe during the training sessions as well. The CC HILT model will be evaluated for use in other TC pre-service programs and for use in college-level curricula.

**

PRE-SERVICE TRAINING

CRE has also been contracted by Southern Colorado State College in Pueblo to provide two weeks of staff training and program support for a Teacher Corps pre-service training program this fall.

**

Under the overall direction of JOHN BING, CRE's Associate Director for Program Development, LINDA ABRAMS - who has worked with CRE on PC projects in the past - has been named administrator of these TC programs. ANN HAMMONS, who worked with Dr. Wight on the Cross-Cultural Handbook, has also been assigned to the SCSC project this fall.

NEWS BRIEFS

RICHARD ROCCHIO conducted a week's staff training session in June for the Anacostia Youth Environmental Education Program in Washington, D.C., using CRE's student-centered education methods.

The purpose of this year-long project, funded by the Office of Education through the Frederick Douglass United Community Center, is to produce research data for the development of an urban community action program for environmental improvement. Among the goals is the development of ways to employ participative education techniques to introduce the study of ecology to a low income, black urban community.

DR. MICHAEL TUCKER has been appointed Chief Training Design Consultant for the newly-created Office of Training Development in Peace Corps.

The director of this division has retained a group of consultants - also including DR. ALBERT WIGHT and RICHARD ROCCHIO of CRE - to assist in setting up guidelines to assure the adequacy of all training programs, from the objectives to the learning strategies to the evaluation and follow-up.

This group is meeting in Estes Park this month at the Double JK Ranch to finalize the first phase of the project.

At the ANNUAL MEETING in April, ANDREW PFEIFFENBERGER was elected president of CRE's Board of Trustees, succeeding Marco Negrete of Hewlett-Packard. Mr. Pfeiffenberger is president of Hartzell-Pfeiffenberger and Associates of Denver, business-engineering consultants.

Other officers for 1970: Vice Presidents- E. E. Altick of Estes Park, William Green of Loveland, and Dr. Merle Payne of Fort Collins; Secretary - Dr. M. C. Cunningham of Allenspark; Treasurer- William E. Sweet, Jr., of Denver.

DONALD W. HALL and W. DAVID ZIMMERMAN were elected to the Board. Mr. Hall, formerly a consulting psychologist, moved to Estes Park two years ago and is engaged in real estate and land development. Dr. Zimmerman, formerly vice president of the Danforth Foundation in St. Louis, also moved to Estes Park this summer to join the YMCA of the Rockies as director of The Estes Park Forum, a year-round program of conferences focusing on the issues which determine the quality of life.

**

MICHAEL TUCKER stepped in for Albert Wight (while Dr. Wight was in Micronesia) to present Dr. Wight's paper on Participative Education and the Inevitable Revolution to the annual meeting of the American Society for Engineering Education held at Ohio State University in June.

**

DR. WIGHT'S paper on Participative Education will be the feature article in a forthcoming issue of Journal for Creative Behavior published by the Creative Education Foundation in Buffalo, New York.

**

DR. WIGHT'S paper on Experiential Cross-Cultural Training will be published soon in synopsis form in ISVS RESUME issued by the International Secretariat of Volunteer Service, an intergovernmental organization composed of 52 countries which acts as an information center on all aspects of volunteerism.

HABIB KHALIQI has been the Administrative Coordinator for our 3 PC programs in Colorado this summer. A native of Afghanistan but now a resident of the U.S., he has been a member of CRE's staff for the Afghanistan training programs for the past several seasons. His assignment was cut short recently when he was offered a permanent position as director of a new nursing home near his home in La Junta, Colorado. We wish him well in this new venture.

**

MRS. PHYLLIS PERNEY of Estes Park served as secretary at the H-Bar-G Ranch for the Tunisia Peace Corps project and presently for the Twin Owls Mountain Camp.

**

Two of our out-of-state Board members visited the Center recently. D. NED LINEGAR of AARP/NRTA in Dallas attended the July Board meeting; and PROFESSOR O. K. MOORE of the University of Pittsburgh stopped in while vacationing in Estes Park.

**

MRS. PAULINE BIRKY, CRE's Executive Director, has been appointed a consultant to the newly formed Association of World Colleges and Universities and will attend their organizational meeting at Wingspread in Racine, Wisconsin in November.

**

MICHAEL TUCKER and HABIB KHALIQI are serving on a United Nations study team preparing a set of guidelines for the training of a corps of UN Volunteers. The establishment of the corps was approved last month in Geneva by the UN Economic & Social Council and by the International Secretariat of Volunteer Services.

Volunteers for UN projects throughout the world will be recruited in the beginning through the more than 500 agencies, similar to the American Peace Corps, presently existing in UN member countries. Eventually, however, it is hoped that the UN Volunteers, as an organization, will become the vehicle for all international volunteer service.

V. CAPITAL EQUIPMENT ACQUISITIONS

This certifies that the Twin Owls Mountain Camp, under Grant OEG-0-70-5035, did not incur any expenditures for equipment as defined under Item 12 of the grant Terms and Conditions for Research Programs.

VI. DATA COLLECTION

None

VII. OTHER ACTIVITIES

None

VIII. STAFF UTILIZATION

A. Staffing Pattern, Responsibilities, Roles

This is covered fully in the discussion of Staff Training and the Camp Session.

B. Changes in Personnel

No key personnel have changed. During the camp session, it was necessary to release one staff member from his duties because of his inability to cope with the situation and his lack of participation in the assigned activities. A second person resigned due to his inability to carry out his basic job responsibility. The loss of these staff members did not adversely affect the program. The number of campers was also reduced, so that the net result was a staff/camper ratio which remained fairly constant.

IX. FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

A. Collection of data on camper graduates' activities.

Contact has been maintained with certain of the most active campers through personal visits with the Project Director and other staff in the area and through correspondence between a number of campers and certain staff members. A questionnaire is being prepared and will soon be mailed to all of the campers soliciting information about what they have been doing. A reunion and a follow-up workshop are also being planned where there will be ample opportunity to gather data. Finally, in some cases, contact is being made with members of the agencies who recruited the campers in an effort to gather additional data.

B. Dissemination of materials to camper graduates on request.

Requests have been made for the materials from the Human Relations groups and for the paper on Participative Education by Dr. A. R. Wight.

C. Staff involvement in camper graduates' activities on request.

There have been a few requests of this kind. A couple of them involved personal problems and counseling, and the other was to get help in running a Human Relations group. Others are possible as a result of the questionnaire, the reunion, or the follow-up workshop.

D. Preparation of a Twin Owls Newsletter.

A newsletter summarizing the results of the questionnaire and the personal follow-up activities that have and will take place will be prepared and mailed to all of the participants prior to the reunion and the follow-up workshops.

E. Working with community agencies and other adults.

Some work has been done with a parent of one of the campers concerning a problem at one of the Denver high schools. Camp staff and consultants from the Center for Research and Education have offered their help to the Denver public schools in an effort to help solve the recent racial crises there, but nothing has actually been done so far.

F. Special assistance to certain campers.

As mentioned, some counseling has been done with one or two campers by members of the staff here in the Colorado area. A follow-up on other personal problems of a few campers is being started in order to find out if our initial efforts at getting them help for special problems is actually being delivered as promised.

G. Follow-up workshop and reunion.

Based on the personal follow-up and the questionnaire follow-up, workshops are being planned for Christmas vacation. These will be only for those campers indicating an interest in having them and will involve, wherever possible, members of the adult community as planned in the original proposal. The campers have also asked for a reunion, a party-like affair, to be held during the holidays. Plans are being made to do this as well.

H. Processing data and writing the final report.

Some of the data, as alluded to in this report, is ready or is being processed. There really isn't a great deal of data to process so far. The data produced by the questionnaire, the personal follow-up, and the follow-up workshops should provide a great deal more to work with in this area.

I. A Camp next year.

A substantial number of campers have expressed the hope that there will be another camp next year. Based on the overall results of the camp so far and the tentative conclusions about its carry-over effects, the Center for Research and Education strongly recommends that this program be held again next year. Some efforts are now being made to find funding. The final report will contain a great deal of information about how another program of this kind could be made better, based on this year's experience and in fulfillment of the proposal's statement that this is a model project.

Appendix A

A DIFFERENT KIND OF SUMMER

TWIN OWLS MOUNTAIN CAMP

ESTES PARK, COLORADO
July 26 - August 22, 1970

SUMMER 1970

Would you like a DIFFERENT kind of summer?

A relevant learning experience?

The TWIN OWLS CAMP may be the answer.

WHAT IS IT?

A 4-week camp on a ranch in the Colorado Rocky Mountains for young men and women from 14 to 18 who want a truly different kind of summer experience.

WHY IS IT DIFFERENT?

Hiking, mountain climbing, horseback riding, swimming, and all the rest.. BUT woven into the days will be exciting learning experiences.

WHAT'S SO EXCITING ABOUT LEARNING?

Aren't we all tired of being lectured to? being spoonfed facts to memorize? never having a "say" in deciding what we need to learn? not having a chance to discover anything for ourselves? WELL, THEN, LISTEN: At this Camp, we will have a say. It'll be a learn-in, sort of. Learning by experience. That's what makes it exciting.

HOW DOES IT WORK?

Given the Camp's general guidelines, we -- the participants as a group -- decide what we need to learn, what problems we have to solve -- discover what resources are available -- plan experiences to help solve those problems -- then evaluate the experiences and alternate solutions to the problems.

We won't be "taught" .. but we'll learn "how to learn." Once we learn the process we can apply it to any problem we might face in the future.

WON'T THERE BE ANY INSTRUCTORS?

Oh, yes, there will be a very well-trained professional staff. Not as classroom teachers - but as resources in our search for solutions to problems.

WHAT KINDS OF THINGS WILL WE LEARN?

All learning can be grouped into four areas. We'll explore each .. to the degree that our interests lead us.

Man's relationship to nature:

Everybody is now beginning to realize that our planet is fast being destroyed by human carelessness and unconcern. At the Camp we'll focus on the ENVIRONMENTAL CRISIS and what we can do about it .. for "if we're not part of the solution, we're part of the pollution."

Aside from that .. the Camp, in the midst of a vast region of mountain beauty, is a perfect setting to learn to appreciate and ENJOY the natural world.

Man's relationship to the man-made world:

It's easy to say the world's in a mess and we don't want any part of it! It's harder to find solutions to the problems. But we have to live in today's world -- to say nothing of tomorrow's. So .. at the Camp we'll learn how to wrestle with the kinds of problems man continues to create.

In small group sessions, we'll BRAINSTORM IDEAS and come up with some plans we can take home with us in order to become involved where we live in the process of constructive CHANGE.

Man's relationship to other men:

There will be a variety of young people at the Camp. We'll live, work, play, and learn together. By understanding our differences, as well as the things we have in common, we'll learn the value of diversity.

Much of the learning experience will take place in small groups, to allow maximum involvement and contribution by each of us. Through working together and sharing ideas, we'll learn what relationships must exist among people if mankind is to live in peace.

Man's relationship to himself:

Understanding ourselves is the basic prerequisite for personal growth. Through the group interaction of Camp life, we'll gain a deeper understanding of ourselves AND a broader perspective of the world outside ourselves .. as we relate to nature and to the ideas and beliefs of other people.

WHAT, REALLY, WILL WE GET OUT OF ALL THIS?

The Camp experience isn't the end of it. We'll get at least a toe-hold on a learning process which can help in our continuing development of:

- Appreciation for the human and natural environment and concern for ecological balance
- Creative problem-solving skills
- Skill in communicating with other people
- Leadership skills
- Personal and interpersonal growth
- Understanding ourselves and our place in the scheme of things
- PLUS . . . pure mountain air to breathe - good food - new friends - all kinds of outdoor recreation - Western ranch-style hospitality.

Learning CAN BE an adventure .. part of the joy of living!

And learning HOW TO LEARN is essential in our rapidly changing world!

JOIN US THIS SUMMER.

YOU'LL BE GLAD YOU DID.

CRE | Center for Research and Education
Box 1768, Estes Park, Colo. 80517
(303) 586-2381

Date ____________

I am interested in the Twin Owls Mountain Camp for Summer 1970.
Please send me an application form and more information.

Name and age ____________

Address ____________

____

Please send my friend information also:

Name and age ____________

Address ____________

____

Phone ____________

I have the following questions:

____

Signature of Parent

The Camp is limited to 100 participants. Applications should be received by June 1, but they will be accepted as long as space is available.

Return the card below TODAY for more information and an application blank.

--

Do you have a friend who'd like to receive a brochure? Let us know. We'll be glad to mail him one.

First Class
Permit No. 58
ESTES PARK
COLORADO

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

Postage Will Be Paid By —

Mr. Richard Rocchio
Center for Research and Education
P. O. Box 1768
Estes Park, Colorado 80517

The TWIN OWLS MOUNTAIN CAMP is conducted by the Center for Research and Education. It is a private, non-profit organization involved in innovative educational, training, and research activities.

Its staff and counselors have had wide experience in working with young people and are trained in the "experiential learning" techniques developed by and used successfully by CRE for several years.

A more detailed description of CRE's competence in this area as well as a description of the participative/experiential education methodology will be sent upon request.

For more information, you are invited to write or call:

Richard Rocchio, Camp Director
Center for Research & Education
P. O. Box 1768
Estes Park, Colorado 80517

(303) 586-2381
Evenings: 444-0637

Facilities

The Camp will be held from July 26 to August 22, 1970, at the H-Bar-G Ranch just outside of Estes Park, Colorado, at the edge of the Rocky Mountain National Park.

Accommodations include modern cabins with dormitory-style bedrooms, a spacious dining room, and recreation facilities.

Cost

Tuition of $750 includes room and board, laundry, and all camp activities, payable $50 with the application and balance by July 10.

Tuition does not include transportation to Estes Park. Seven major airlines serve Denver Stapleton International Airport; bus service is available between Denver and Estes Park.

By automobile, Estes Park is 70 miles northwest of Denver. Camp participants will not be permitted to have their own cars at Camp, however.

Each participant will provide his own personal equipment. A list of suggested items will be forwarded with the application form.

Health

Participants are required to have a physical check before arriving. A nurse will be stationed at the Camp, and referral doctors will be available.

Special Financial Aid

Arrangements are being made for scholarships and other financial aid for those with proven need. Information about this assistance program will be sent upon request.

Appendix B

CAMPER LIST

Acosta, Brenda
Alexander, Marvin
Anthony, Cheryl
Armenta, Randy
Ashley, Akin
Austin, Thomas
Bailey, Ken
Baker, Cynthia
Barela, Mark
Barrientos, Dave
Bates, Frances
Belcher, Deborah
Bell, Lele
Bell, Leslie
Benson, Debi
Bridges, Anthony
Brown, Laurence M.
Burge, Steve
Carson, Candice
Clark, Kathy
Cohen, Richard
Collins, Betsy
Cooks, Tommie
Corwin, Sheila
Culvey, Brian
Dauphine, Wayne
Dolan, Colleen
Donelan, Tom
Dow, David
Dow, Richard
Downs, Laura
Duran, Melanie
Fahrenholtz, Darcy
Gregory, Jean
Grosshams, Edward
Grupp, Mary
Guss, Harvey
Haworth, Richard
Haynie, Gary
Hays, Marcella
Hult, Robin
Hutchinson, Sharon
Jenkins, Marvin
Jenkins, Ricky
Kaplan, Naomi
King, Susanne
Kushihashi, Deborah
Lewis, Jessie
Lucero, Priscilla
Manis, Jan
Mares, Sandy
Martinez, Cris
Martinez, Danny
Martinez, Mary
Martinez, Ruben
Melanson, Paul
Meyers, Andrea
Millenson, Mark
Mobley, David
Montoya, Dave
Morales, Arthur
Morales, Barbara
Morales, Louise
Morrison, Zane
Muniz, Stanley
Myers, Ruth
Nuanes, Ernest
Pickner, Janet
Pittman, David
Ray, Joe
Ray, Raymond
Rich, Craig
Rogers, Douglas
Romero, James
Roybal, Judy
Rubin, Mark
Sauter, Vince
Savage, Clyde
Savage, Harold
Sidener, Virgil
Sidney, Don
Sigarst, Prentice
Simpkins, Marc
Smith, Sharon
Sun, John
Sun, Susanna
Trujillo, Amy
Trujillo, Richard
Underwood, Iris
Van Elsacker, Karen
Van Elsacker, Lynn
Vertrees, Julie
Ware, Douglas
Washington, Rosalind
Weimer, Elizabeth (Tizzy)
Wells, Mathew
Williams, Michael
Woodard, Charles
Woodard, Terry

Appendix C

Summer 1970
Twin Owls Mountain Camp
*
Center for Research and Education
Box 1768, Estes Park, Colorado 80517 (303) 586-2381

Staff Application

(Please print or type)

Name ______________________________ Male ____ Female ____

Present
Mailing Address ______________________________ Birth Date __________

______________________________ Marital Status ______

Permanent
Home Address ______________________________ Phones where you can be reached ______________

______________________________ ______________

Education (High school and beyond)

School	Years	Certificate or Degree

Work Experience (Begin with the present)

Description of Job	Dates	Name & Address of Employer
Title: Duties:	From: To:	
Title: Duties:	From: To:	
Title: Duties:	From: To:	
Title: Duties:	From: To:	

Fields of Specialization (those which would be related to working in a summer camp education program)

Memberships, Activities, Special Interests

Professional:

Social:

Awards, Honors, Publications

What experience have you had in working with young people (especially those from 14 to 18) not included in work experience above?

What specific contribution do you think you can make to this particular camp?

Do you have any physical or health conditions which might limit your participation in outdoor camp recreation activities? Yes ____ No ____ If yes, please explain:

References (Names of three people, not relatives, who know you as a person and/or something about your work)

Name ______________________________ Phone ______________
Address ______________________________
____

Name ______________________________ Phone ______________
Address ______________________________
____

Name ______________________________ Phone ______________
Address ______________________________
____

Appendix D

ADVERTISEMENT FOR STAFF APPLICANTS

SUMMER WORK
New camp-workshop needs staff, July 19-August 22. Skills in environment, ecology, nature study, outdoor recreation, arts and crafts, social-behavioral sciences, and/or interest in new education methods and group leadership. Richard, Rocchio, Box 1768, Estes Park, Colo. 80517. 1-586-2381, evenings 444-0637.

Appeared in:

Colorado Daily, University of Colorado, Boulder -	May 8
The Collegian, Colorado State University, Ft. Collins -	May 11-13
The Clarion, University of Denver -	May 11-13
The Mirror, Colorado State College, Greeley	May 11-13
The Catalyst, Colorado College, Colorado Springs -	May 10-17

Appendix E

MATERIALS FOR STAFF

July 13, 1970

To: The Staff of the Twin Owls Mountain Camp

From: Richard Rocchio, Camp Director

We are looking forward to seeing you at the H-Bar-G Ranch in Estes Park for lunch on Sunday, July 19. If you are driving, see the map enclosed. If you come by bus, there is a Greyline Tour bus leaving the Greyhound Station at 17th and Glenarm in Denver at 9:00 a.m. (one-way fare $6.00), arriving in Estes Park at 12:10 p.m. We will have someone at the Estes Park bus station to meet you. Lunch is scheduled at 1:00.

Staff training will be conducted from 2:00 p.m. on July 19 to July 25. The campers will arrive by noon on Sunday, July 26. The camp session will be continued until Saturday morning, August 22. Breakfast will be the last meal.

In order to allay some of your concerns about what will happen in staff training, let me say that it is intended that during this period we will accomplish four basic things: 1) to build a staff team that works well together, 2) to learn, by doing, as much as possible about the experiential, participative education methods, 3) to prepare a tentative schedule for the camp session itself, especially the first several days, which is consistent with the methodology, and 4) to make clear the roles and responsibilities of each individual member, capitalizing on his background, skills and interests.

For suggested items of clothing and camping equipment, see the enclosed list. It is essentially the same as suggested for the campers.

Also enclosed are two papers by Dr. A. R. Wight of the CRE staff: Participative Education and the Inevitable Revolution and Experiential Cross-Cultural Training. Please read these as they explain the philosophy behind our teaching/learning techniques. Also, we request that you purchase two paperbacks (95¢ each) and become familiar with them: Ecotactics, the Sierra Club Handbook for Environment Activists (Pocket Book), and Environmental Handbook, Garrett DeBell, ed. (Ballantine).

As discussed, salary will be $100 per week plus room and board. I have discovered that there is a special form which can be made out to eliminate the necessity of withholding tax from your paycheck. We will have a supply of these forms on hand when you arrive.

Suggested items to bring along:

At an elevation of 8000 ft., it is cool in the evenings and during high-country hiking or camping. Be sure to bring some warm clothing. There are frequent sudden showers; a raincoat would be handy. Tennis shoes are a MUST.

Jacket/windbreaker
Sweater/sweatshirt
Hat/cap
Long pants, heavy and durable
Shorts/bermudas
Skirts
Shirts/blouses
Tennis shoes
Sandals
Hiking boots or similar hightop footwear
*Underwear, incl. heavy socks

Swimsuit
Personal hygiene articles
Paperback books for leisure reading
Letter writing material

Also recommended:
Laundry bag
Sunglasses
Sunburn lotion
Insect repellant

*Note: Laundry facilities will be provided only once a week.

**

The camp will have on hand only a very small supply of camping and sports equipment for the use of staff. So if you have the items listed below, we urge you bring them along.

Sleeping bag
Knapsack or backpack
Poncho/rainwear
Ground Cover
Canteen

Flashlight
Compass
Pocketknife
Fishing gear
Tennis racquet

**

Other items you may wish to bring along:

Camera
Musical instrument
Portable radio

Appendix F

INSTRUCTION SHEET FOR CAMPERS

Arrival - Sunday, July 26, 1970 Departure - Saturday, August 22, 1970

TRANSPORTATION DIRECTIONS

If you are flying into Denver, please send us your flight number and arrival time and we will pick you up at Stapleton International Airport.

If your parents or friends are bringing you to the camp, from the first traffic light in Estes Park take Highway U. S. 34 ByPass. About 1/2 mile, turn right on Devil's Gulch Road (the route to Glen Haven). About 3 miles, turn to the right on a dirt road at the sign marked H-BAR-G RANCH. Follow the signs to H-Bar-G, about 1½ miles from the paved road.

See map on the reverse side. Plan to arrive at the camp by noon.

If you live in Denver, buses will pick up all participants at the parking lot of the Corrigan Convention Center, 14th and Stout, at 9:00 a.m., Sunday, July 26.

If you live in Boulder, bus will pick up all participants at parking lot behind the East Wing of the County Court House at 9:45 a.m., Sunday, July 26.

If you live elsewhere in Colorado and need transportation, please phone us at Estes Park 586-2381.

If none of the above plans are possible for you, contact us as soon as possible and we will make special arrangements.

Camp participants will not be permitted to bring their own cars or other vehicles to the camp.

Similar transportation arrangements will be made for departure on August 22. Saturday morning breakfast will be the last meal at camp, so departures should be scheduled by noon.

There will be free time and transportation provided for those who wish to attend religious services.

Camp mailing address:

Twin Owls Mountain Camp
P. O. Box 249
Estes Park, Colorado 80517

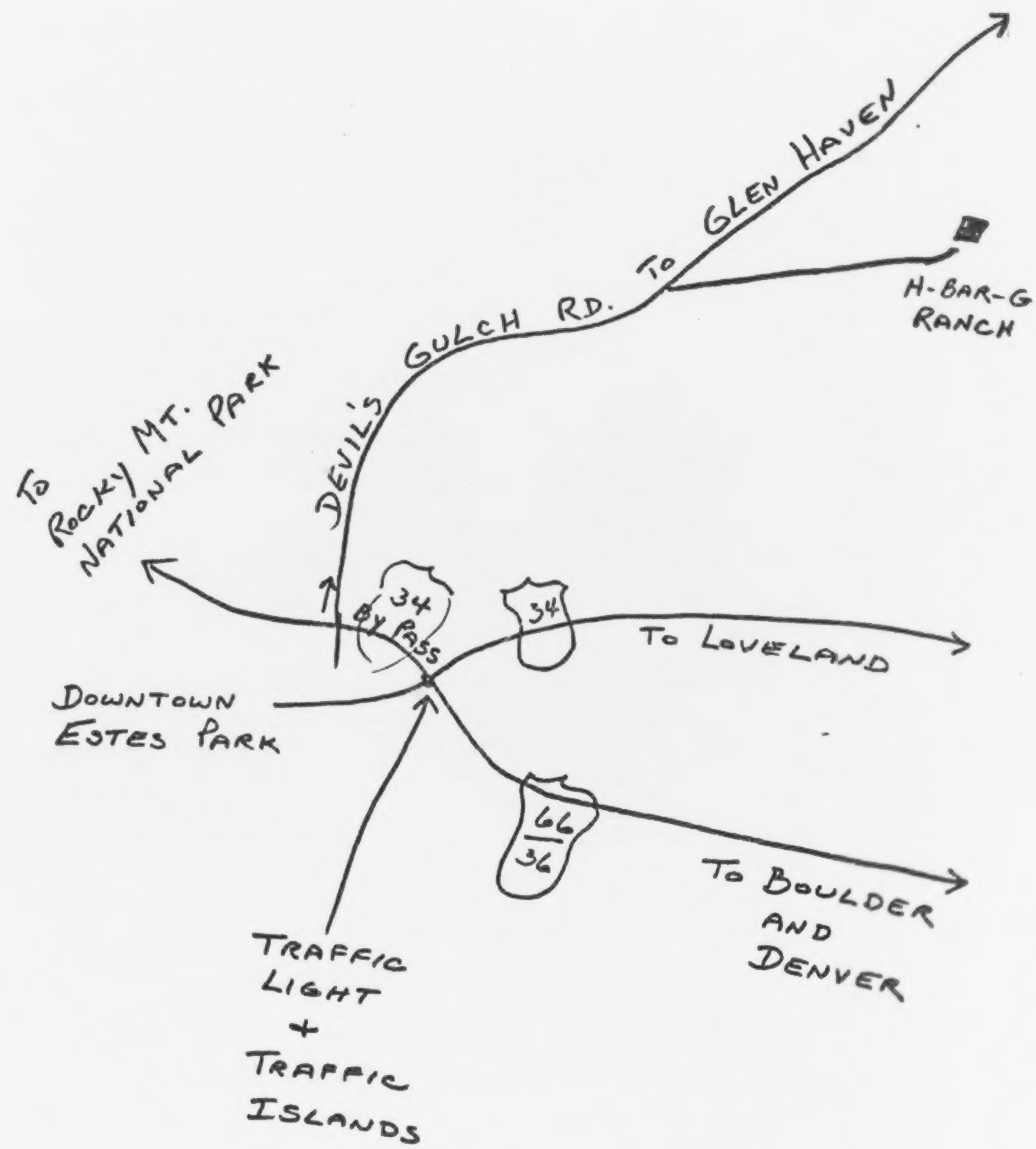
Telephone: (303) 586-2398

CRE mailing address:

Center for Research and Education
P. O. Box 1768
Estes Park, Colorado 80517

Telephone: (303) 586-2381

Camp Director: Richard Rocchio


To Glen Haven
Devil's Gulch Rd.
H-Bar-G Ranch
To Rocky Mt. Park National Park
34 By Pass
34
To Loveland
Downtown Estes Park
66
36
To Boulder and Denver
Traffic Light + Traffic Islands

Arrival - Sunday, July 26, 1970

Departure - Saturday, August 22, 1970

At an elevation of 8000 ft., it is cool in the evenings and during high-country hiking or camping. Be sure to bring some warm clothing. There are frequent sudden showers; a raincoat would be handy. Tennis shoes are a MUST.

The following items are suggested:

Jacket/windbreaker
Sweater/sweatshirt
Hat/cap
Long pants, heavy and durable
Shorts/bermudas
Skirts
Shirts/blouses
Tennis shoes
Sandals
*Underwear, incl. heavy socks

Swimsuit
Personal hygiene articles
Paperback books for leisure reading
Letter writing material

Also recommended:
Laundry bag
Sunglasses
Sunburn lotion
Insect repellant

*Note: Laundry facilities will be provided only once a week.

**

The camp will have on hand a supply of camping and sports equipment. However, if you have certain items on the list below, we suggest that you bring them along. Will you please check the items that you will bring for yourself. Keep the one copy and send the other copy to us (at Box 1768, Estes Park) along with the completed medical form.

Check (✓)

____ Sleeping bag
____ Knapsack or backpack
____ Hiking boots or similar hightop footwear
____ Poncho/rainwear
____ Ground cover
____ Canteen

____ Flashlight
____ Compass
____ Pocketknife
____ Fishing gear
____ Tennis racquet

**

Other items you may wish to bring along, although the camp cannot be responsible for loss of personal equipment by fire, theft, or carelessness of the camp participant:

Camera
Musical instrument
Portable radio

Appendix G

PROJECT TITLE: CAMP STAFF TRAINING WORK BREAKDOWN SHEET Page No. 1

LEVEL O	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Program is ready to begin	A trained staff	Team building	Knows personally other staff Communicate openly and non defensively with other staff Give support and constructive criticism to staff (each other) Raising and discussing issues of concern Resolution of personal and group conflict	Assessment - knowledge/understanding - skills/abilities - attitudes/values - expectations - sharing all of the above
		Developed skills in interpersonal relations and personal development	- self assessment - leadership - problem solving - decision making - communication - organizational process	- perception checking - describing behavior - describe own feelings - cross-cultural feedback - observations and paraphrasing - two way communication
		Knows and has skills in learning philosophy, methods and techniques	Participative/Experiential Philosophy	Role of staff Role of learner Role relations
			Design and conduct exercises Use of spontaneous situation	Instrumented labs learning circle/problem solving Use of community

Appendix G (con't.)

PROJECT TITLE: CAMP STAFF TRAINING WORK BREAKDOWN SHEET

LEVEL O	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Program is ready to begin	A trained staff	Camping and outdoor recreation	Knowledge of special games and events unique to outdoor setting	- in camp - on trail
			Planning and conducting trail experience	- preparing items - skills in woods - safety and first aid - camp setting and maintenance - health and hygiene - sanitation
			Nature study	- classroom - outdoors - trail
			Environment and ecology	- classroom - outdoors - trail
		Arts and crafts	Crafts (all kinds) Art (drawing, painting) Photography	- camp - general use of prepared material use of natural material environment outdoors - city

Appendix G (con't.)

PROJECT TITLE: CAMP STAFF TRAINING WORK BREAKDOWN SHEET Page No. 3

LEVEL O	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Program is ready to begin	A trained staff	Concepts about cognitive areas of program	Environment and Ecology	- camp - outdoors - city
			Nature Study	- camp - outdoors - city
			Cross Culture	- our own community - the Coloradoan - the nation
	Program is prepared	Objectives are defined	Long Range	- process - task (e.g., community action/involvement)
			Terminal: End of Camp	- process - content
			Interim	- process - content
		Objectives are sequenced	Interim Terminal	- process - content

Appendix G (con't.)

PROJECT TITLE: CAMP STAFF TRAINING WORK BREAKDOWN SHEET Page No. 4

LEVEL O	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Program is ready to begin	A trained staff	Learning strategies are under consideration which can be used to support objectives	Content planned/spontaneous	- environment/ecology - camping/outdoor rec. - arts and crafts - cross cultural - nature study
			Process planned/spontaneous	- communication - problem solving - leadership - decision making - inter personal relations
			Task planned	- problem solving - decision making - alternatives - goal setting and planning
		Evaluation/feedback of learning outcomes	Content	- instruments - situations
			Process	- observe behavior - communications/counseling - three part learner peers staff

Appendix G (con't.)

PROJECT TITLE: CAMP STAFF TRAINING

WORK BREAKDOWN SHEET

LEVEL O	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Program is ready to begin	Program is prepared	Evaluation feedback program progress and staff skills/abilities/ knowledge/attitudes	Mechanism for evaluation/ feedback	Instruments Meetings Reports
			In-service staff training	End of staff training assessment Program assessment - individuals - peers - Project Director/ Training Design Con.
	Research design is completed	Pre-program (sess.) measures	- skills - abilities - attitudes/values - knowledge/understanding	- pencil/paper - interview - situation
		Post-session	- skills/abilities - knowledge/understanding - attitudes/values	- pencil/paper - interview - situation
		End of program	Same as above	Same as above
		Community/Involvement/ Action	Same as above	Same as above

Appendix H

MATERIALS FOR HUMAN RELATIONS GROUPS

"HERE AND NOW" VERSUS "THERE AND THEN"

Topics discussed in the Discussion Group meetings may be categorized in terms of "Here and Now" or "There and Then." The latter are those events that occurred prior to entering the training program or outside the training program. They concern things that happened to us in the past (such as experiences while we were growing up, with our friends or family, in school, on the job, etc.) or other outside events, philosophical issues, etc., that do not bear directly on the task at hand or goals and purposes of the group.

When we talk about what we are now doing, how we are doing it, and the effects of present experience on present and future events, we are talking about events that are "Here and Now." These are topics that are a product of present conditions rather than past "There and Then" conditions; our present, shared experiences rather than remote, unshared experiences.

We can spend a lot of time on events, issues, and experiences that very often is wasted time, or time that the group could better spend on other topics. If the group hopes to develop into an effective, problem-solving, achieving group, the time is usually better spent on the "Here and Now," what is happening in this group, right here, right now, and what relationship this has to our objectives in the training program.

THE DISCUSSION GROUP

We are all members of groups, groups that have a profound effect upon our lives. In fact, we are largely what we are because of our group memberships and our association with significant others. Our attitudes, beliefs, values, expectations, and goals have been determined to a large extent by an accident of birth and circumstances, incorporated from the culture and society within which we grew and developed.

We learn the rules, norms, and standards of the various groups to which we belong. We learn to behave in ways that are expected or accepted, and these may be quite different for the different groups of which we are members. We learn how to enter and gain the acceptance of a new group, how to protect ourselves from the group, and probably even how to manipulate or control the group. We learn all of these things if we are to survive, to achieve, and to maintain emotional stability as a member of any human society.

Some of us learn these things better than others, of course. Some are more effective than others as members of groups. Some are more effective at manipulating and controlling. Some have to conform to the group. Others resent the group and rebel, or attempt to assert their independence. Some withdraw from the group and remain as inconspicuous as possible. Some are able to be free, creative and responsive, and yet accepted and valued in the groups.

By the same token, there are different kinds of groups. Some require strict conformity and rigid adherence to the rules and standards. Others encourage deviancy, individuality, independence, growth, and creativity. Rivalries and competition develop within, between, and among groups, and a person may well find himself a member of conflicting groups. But whatever the groups, our lives are profoundly affected, to an extent we could never realize, by our membership in these groups.

It is for these reasons that you have been assigned to a group for your training. Much of the learning will be similar to what you have experienced in other groups--learning to relate to new people, what is accepted or not accepted, finding something in common as a group, finding one's place in the group, etc. But the learning will be more on a conscious level, focusing on what happens as the group forms and coheres--on the intricate, developing, changing, solidifying patterns of relationships within the group; on the nature and quality of individual membership in the group; on each individual's effect on each other individual and on the group as a whole; on the nature of and consequences of various events that occur within the group.

The group will be encouraged to explore events as they occur, to examine behavior and the consequences of behavior in the group, and to experiment with new forms of behavior that we may find to be more effective. This is a type of learning that cannot be obtained from a textbook, or a lecture on human relations. It can be acquired only through the experience of interacting with others. It requires re-learning, examination and testing of past and present assumptions or beliefs about the effectiveness of our relations with others.

This is a type of learning that few of us have had the opportunity to acquire in our past associations, because in the past we were able to experiment with new forms of behavior only to the extent that we were willing to accept the consequences. Often the consequences were so long lasting and of such significance for our future relationships that we were reluctant to risk experimentation. The alternative to experimentation, of course, is to continue behaving as we always have. This is what most of us do, alone or as individuals in groups. We are successful, of course, to the extent that we are using acceptable behavior patterns. That is, behavior that has allowed us to accomplish our objectives without creating too many problems.

Most of us have much to learn, however, whether we are aware that our behavior causes problems or whether we are unaware of the problems it causes. Many of us assume that our behavior must be effective or we would not have achieved the success we have. Yet many of us suffer anxiety as we enter new groups, because we do not know how successful we will be in a new group with different norms, values, and expectations. Many of us are afraid to try something new, for fear of the consequences of experimentation.

In your Discussion Groups, experimentation should not only be accepted, but encouraged. Your objective should be to create a group in which a person is able to test his behavior and to experiment with new methods of behavior without fear of rejection by his group. Experimentation should become the norm. The group may disapprove of a particular behavior, but this disapproval should be communicated in a supportive manner, as feedback regarding the results of the person's experiment with that particular behavior. The group's approval or disapproval then gives the person some basis for evaluating the effectiveness of the behavior and for selecting other alternatives. The opportunity exists to try out new methods of behavior, and to have these evaluated in terms of their effect on others and how well they accomplish the desired results. In this way, the individual can obtain invaluable feedback regarding the effect of his habitual modes of behavior on other people and can experiment with and acquire other behaviors that might be more effective.

In outside groups, a person seldom, if ever, has the opportunity to experiment in a free and supportive environment. What is learned in your Discussion Group can be applied in outside groups, however. Your Discussion Group becomes a testing ground for new behavior, and a setting in which one can learn how to learn from new situations and experiences. As you experiment, you will develop not only a better understanding of group dynamics, but increased sensitivity to the reactions of others to you, and your reactions to others. This increased sensitivity and understanding not only should help you adapt to and work more effectively in new and different groups (and cultures) but should help you learn to be more effective in helping others learn to work together productively and creatively.

The Discussion Group provides a basis for learning about the difficulties encountered in working with people. The mere fact that people differ in the manner in which they perceive and solve problems often leads to difficulty in problem solving (working together). Overcoming such difficulties--which is really learning how to live and work together effectively--is one valuable bit of learning provided by the group. These difficulties are compounded, of course, when we move into new groups, particularly into groups that have evolved within an entirely different culture. But the learning acquired in the Discussion Group should provide a basis for understanding and adjusting to these new groups, should provide us with the awareness of and sensitivity to reactions which might be quite different from those to which we are accustomed, to cultural differences, to the kinds of behavior or change in behavior that will be required to work effectively in a new and different culture.

A Discussion Group has no designated leader. The group must decide how it is to handle the problems of leadership. No particular organization for discussion or procedure for solving problems or making decisions is provided. The organization and procedure must be developed by the group. The group must find out where it wants to go, what it wants to accomplish. It must establish its own goals and must decide for itself how it is to achieve these goals. The group must learn to examine its own performance, to evaluate its effectiveness, and to assess its development, focusing on the group as a whole as well as on each individual within the group. Some tasks or activities will be presented to or imposed on the group. Others will arise from within the group. But little help will be provided by the staff. Primary responsibility for the growth and development of the group and individuals within the group rests with the group itself.

TEN ECOLOGICAL QUESTIONS

This is a questionnaire on population and environment. All questions are about the United States, unless it is specifically indicated otherwise. Please answer each question by drawing a circle around the number which best describes the way you feel.

1. Legally married persons should be the only ones who can obtain contraceptives. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

2. Religion contributes to the population problem. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

3. People should be permitted to drive their automobiles only three or four days a week in order to cut down on pollution. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

4. The middle class and the wealthy pollute much more of our environment than the poor. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

5. Birth control is a disguised means of genocide. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

6. War is an adequate means of controlling population. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

7. Population control will not affect one race more than the other. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

8. Democracy cannot function when there are too many people. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

9. Technology and science will make it possible for the earth to support an infinite number of people. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

10. There should be a constitutional amendment guaranteeing every American clean air and clean water. I agree:

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Completely

GROUP PROCESS EVALUATION SCALE

1. How clear were the objectives of your group in the meeting that you just concluded?

1	2	3	4	5	6	7	8	9
Not at all clear				Somewhat clear				Completely clear.

2. How much time during the discussion was spent on unimportant or inconsequential matters?

1	2	3	4	5	6	7	8	9
None				Some				A great deal

3. To what extent did everyone have a chance to say what he thought?

1	2	3	4	5	6	7	8	9
Not at all				To some extent				To a great extent

Who did not have a chance to say what he thought? ____________________

4. To what extent were people listening to each other?

1	2	3	4	5	6	7	8	9
Not at all				To some extent				To a great extent

Who was a particularly good listener? ____________________

5. To what extent were people open with each other and risking themselves by sharing their concerns and ideas?

1	2	3	4	5	6	7	8	9
Not at all				To some extent				To a great extent

Who was particularly open and risking? ____________________

Who was not open and risking? ____________________

6. How do you feel about this group at this time as a problem-solving group?

1	2	3	4	5	6	7	8	9
Worst Possible Group				Average Group				Best Possible Group

THE JOHARI WINDOW*

The Johari Window is a very useful device for analyzing and conceptualizing relationships between self and others.

		SELF	
		KNOWN	NOT KNOWN
OTHERS	KNOWN	A PUBLIC SELF	C UNKNOWN SELF (BLIND AREA)
	NOT KNOWN	B PRIVATE SELF	D CONCEALED SELF

When we meet with another person we bring with ourselves information or data that is known to us. We also have effects on the other person that are not known to us. The person we meet has some data about us that is known to him and some reactions to us that are not known to him.

Thus, in Box "A" is the data of my public self. It is known to me and known to others. On first meeting with another person this consists mainly of readily observable characteristics, such as sex, size, color, etc.

In Box "B" would be data known to me but not known to others. This might include details about my background, family, personal experiences, private hopes and fears, feelings about myself and others, etc. When any of this data is shared with another person it would then move from Box "B" to Box "A". Box "B" may be said to represent my private self.

---

*Originally developed by Joe Luft and Harry Ingham.

In Box "C" is the data which is not known to me but is known to others. This is the self unknown to me until I receive feedback of this data from others. This data might include first impressions I make, behavior characteristics of which I am not aware (for example, some speech habits), and other consequences of what I do. When I obtain this data from others it then becomes known to me and so moves from Box "C" to Box "A".

In Box "D" would be that data which is now not known to me about myself or known to others. It is my concealed self. Data found here might include repressed experiences, denied feelings, etc. Much of this is communicated to others in ambiguous ways and affects my relationships with others in ways neither they nor I understand.

Relations among the Four Selves: An interesting question we might ask ourselves is this: What is the relative size of each of the four different areas representing our relationships with others? Or to put this another way: What force-field influences the relative size of the public self, or the private self, or our unknown self, or the concealed self, which we bring to a particular person and situation. In the relationship with a close friend, or husband, or wife, for example, our public self is "larger" than if we are with a stranger.

We might also ask ourselves what relationships exist between sharing information about our private self with others and the amount of data which then becomes available to others so that they might share with us about our unknown self. In short, perhaps the more I can "give" of myself from Box "B" to "A" the larger the sample of behavior on the basis of which others might "give" data from Box "C" to "A"--thus enlarging "A" by shifting data from "B" and "C." It is not a question whether there is an "ideal" or "good" relative size for any of the four boxes, but rather what factors or forces influence the amount of information which we share with others and which they share with us. In a sense, the larger the areas of "A" and "B," the greater would be our awareness of ourselves and the greater the likelihood of dealing effectively with ourselves, with other persons, or situations. The greater our awareness of ourselves, of others, and of situations, the more likely we are to be able to respond appropriately and effectively.

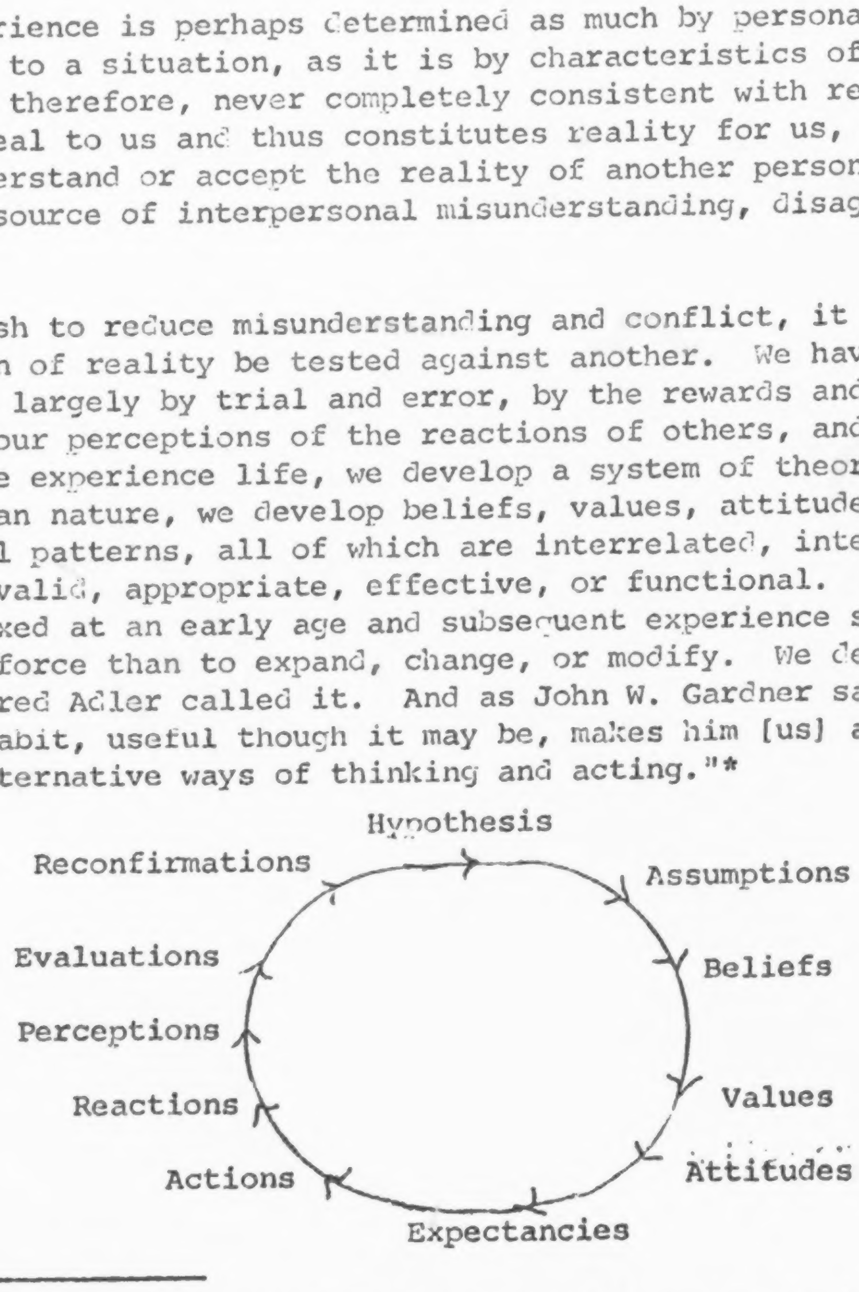
RESPONSIBLE FEEDBACK

Most of us believe that we see the world quite clearly, probably a little more clearly than most other people. We are amused or indignant when someone suggests that our perceptions may be distorted, that there may be something we cannot see, that our beliefs or assumptions may be invalid, or that there may be no basis for our expectancies. We are quite convinced that our experience has proven that we were right most of the time, particularly about people. And we sincerely believe that we are open to experience and ready to change our beliefs, attitudes, or opinions or to modify our behavior as we learn more about the world.

Contrary to popular opinion, however, experience is not a very good teacher, unless we have learned how to learn from experience. Too often, experience serves only to reinforce existing biases, beliefs, attitudes, and expectations. It is selected, interpreted, and distorted by each of us to maintain and be consistent with our individual and very personal world view. Two people with different world views may, therefore, have quite different experiences in the same situation. Yet we refuse to listen to the other person or to try to view the world through his eyes, and we ridicule, denounce, or reject him for having a view different from our own.

Our experience is perhaps determined as much by personal characteristics, what we bring to a situation, as it is by characteristics of the situation itself, and is, therefore, never completely consistent with reality. But the experience is real to us and thus constitutes reality for us, and it is difficult for us to understand or accept the reality of another person. This is perhaps our greatest source of interpersonal misunderstanding, disagreement, and conflict.

If we wish to reduce misunderstanding and conflict, it is important that one perception of reality be tested against another. We have learned to behave the way we do largely by trial and error, by the rewards and punishments we have received, by our perceptions of the reactions of others, and by modeling after others. As we experience life, we develop a system of theories or hypotheses regarding human nature, we develop beliefs, values, attitudes, expectations, and behavioral patterns, all of which are interrelated, interdependent, and more or less valid, appropriate, effective, or functional. But these become relatively fixed at an early age and subsequent experience serves more to support and reinforce than to expand, change, or modify. We develop a "style of life," as Alfred Adler called it. And as John W. Gardner said, "Each acquired attitude or habit, useful though it may be, makes him [us] a little less receptive to alternative ways of thinking and acting."*



---

*_Self-renewal:_ _The Individual and the Innovative Society_. New York: Harper & Row, 1964, p. 4

As we experience life, we form hypotheses, make assumptions based on these hypotheses, adopt beliefs and values, develop attitudes and expectancies, learn to act and react and to accept certain actions and reactions from others. We usually see what we expect to see and form our evaluations on the basis of our perceptions, all of which reconfirms our original hypotheses. The more we traverse this circle, the more fixed and rigid it becomes; the more we resist or deny contradictory data, the less open we become to experience; the less adaptable we are to new, different, or changing conditions and situations, the more difficult it becomes to learn to grow and to develop.

The question is, how can we break out of this vicious circle--how can we begin to test the validity of our assumptions, beliefs, values, perceptions, and evaluations; how can we determine the appropriateness or effectiveness of our attitudes and behaviors; how can we develop "awareness" and "openness to experience"?

One way is through the effective use of feedback, something that is seldom accomplished except through a particular kind of experience with other people achieved in a training situation. Feedback is communication to a person (or group) regarding the effect that person's behavior has on another person--perceptions, feelings, reactions, etc. It is not criticism; criticism is evaluative, feedback is descriptive. Evaluation is difficult to accept, and more difficult to work with constructively. Feedback provides the individual with information, data he can use in performing his own evaluation. If he is not being evaluated, he is not as likely to react so defensively.

Characteristics of effective feedback:*

1. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "Just now you were not listening to what the others said, but I felt I had to agree with your arguments or face attack from you."

2. It is focused on behavior rather than on the person. It is important that we refer to what a person does rather than to what we think or imagine he is. Thus we might say that a person "talked more than anyone else in this meeting" rather than that he is "a loudmouth." The former allows for the possibility of change; the latter implies a fixed personality trait.

3. It takes into account the needs of the receiver of the feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end. It should be given to help, not to hurt. We too often give feedback because it makes us feel better or gives us a psychological advantage.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcomings over which he has no control or a physical characteristic which he can do nothing about.

---

*Original list brainstormed by George Lehner and Al Wight in 1963.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer or when he actively seeks feedback.

6. It involves sharing of information rather than giving advice. By sharing information, we leave a person free to decide for himself, in accordance with his own goals, needs, etc. When we give advice we tell him what to do, and to some degree take away his freedom to decide for himself.

7. It is well-timed. In general, immediate feedback is most useful (depending, of course, on the person's readiness to hear it, support available from others, etc.). The reception and use of feedback involves many possible emotional reactions. Excellent feedback presented at an inappropriate time may do more harm than good.

It helps the trainees understand the assignment if two staff members first role play effective and ineffective feedback when the concept is being introduced. Two staff members who know each other well should sit in the center with the trainees grouped around and go through a series of feedback interactions, stopping to explain what they are doing and how the feedback makes them feel. This provides a model which the trainees can follow, and makes it easier for the trainees to participate in the exercise.

A CASE STUDY IN LEADERSHIP AND COMMUNITY DEVELOPMENT

Eastside is a small community of about 2,000 people, where I have been working for the past two years. The town is somewhat "moving" and the problems I have do not come from trying to get the people to "do things for themselves"--which is usually the case, but rather from getting them to do it right. Many of the people I work with are members of different volunteer groups, and what happens is that although many of these groups are working to promote community "progress" and spirit, they never can seem to work with each other. In comparison to some other towns, Eastside is a developing community, but in spite of many changes within the past ten years, there has been no significant change in the attitudes of the labor workers, and a sense of community is sadly lacking. Most people I work with feel that some progress is better than none at all, and I've had a hard time getting them to see beyond this.

Whatever "progress" or development has been achieved focuses on the central part of Eastside, and the other neighborhoods are in depressed conditions, most of them lacking either clean water, sewers, rubbish disposal, or electricity. Because of the unstability of the volunteer group, people are scared of things being done and are even resentful whenever a project is promoted to "make Eastside a better place to live." Government agencies are reluctant to extend their now token services because they don't feel there is anyone who really "represents" the community, and this has an additional negative effect when an application for government funds is filed, because no one can head up the group who wants the money.

As far as I can see, the city is too wrapped up in political disputes to do anything for the community, and the teachers and principal at the grade school have enough problems as it is trying to keep the kids in school. The rich people have ignored any fund-raising activities because they are "tired of giving money to projects that they never get any benefit from!" Kids wishing to continue schooling past the sixth grade must go to the boarding school in Santa Cruz, which means paying room and board, and even then, job possibilities for high school graduates here are non-existent.

I've been working closely with four men in particular who seem to demonstrate a desire to make some real changes for Eastside, and I'm including a few observations on each of them.

Domingo Ruiz--young, fairly successful farmer who has been living in the community for the past five years. He has had some cooperative training and was very important in forming a marketing coop with other small farmers. Domingo has done a great deal of work in the coop and many of the coop representatives have looked to him for resolving the coop's problems. He is impatient with many of the coop members, as well as the majority of the townspeople, since he feels that they are uncommitted to solving Eastside's basic problems. He spent several days in the province capital planning the coop's recent yearly meeting and was solely responsible for seeing that everything went right, even to the point of doing jobs others did not dutifully attend to.

He often says the most important reason to have a coop is to make money, and feels that regular meetings are a waste of time, since he can handle the problems well enough. A few days ago, Domingo invited me to his home, where I was shown a plan he had drawn up and was going to carry out, which involved a baseball park, a community center, and a new post office. He's sure that this will demonstrate to the people what can be done, and then they will be more willing to cooperate.

Everyone respects him, even the older members, because he is not at all selfish and is mainly interested in getting the job done.

Manuel Martinez--popular ranch owner, son of the former city president, has worked very hard on several volunteer groups, and accepted the presidency only on two occasions because there were no others to take the job. He is sponsor of the local boys' baseball team, and has encouraged them to organize themselves as well as leaving all the decisions about the team and its activities up to them. He has never been known to take sides on political issues, and prefers to work with the groups as an advisor. Manuel has often expressed the opinion that more parents should be concerned with problems of the school and has organized a small "scholarship" fund which already has helped nine students continue at the high school in nearby Santa Cruz by paying for their books. The school principal and other individuals maintain that it has been Manuel's ideas and support which helped them solve many of the school's problems. While Manuel never admits the truth in this, he never fails to remind all Eastsiders that they have to promote the progress of their town.

Joe Black--local evangelist minister, has frequently been active in the community and church affairs, mostly concentrating on trying to better the lives of some of Eastside's poorer families, who consider him somewhat of a busybody in spite of all the things he has done for them. Joe is seen by the townspeople as a DO-GOODER, and on many occasions has moved them with his long, involved sermons, expressing his concern for the poor health, unsanitary conditions, and depressing environment that these unfortunate families live in. He often writes letters to politicians and church officials to bring to their attention many of these cases, and has gotten food for them from CARE. At meetings, Joe does all he can to promote good relations between the participants, saying that this is essential to getting things done. He has often expressed the fact that everyone must work together, and that this is as important as getting the work done. He always seems to find a way to avoid an argument. Others are critical, saying that he just talks a lot and never really does anything.

Simon Smith--President of the school board, has held many different committee positions, and considers himself one of the most active citizens of Eastside. Although he was one of the organizers of the sanitation improvement group, he dropped out of the group when some funds were unaccounted for, saying that he didn't want to associate his name with something that would never get done and that it would be better for him to spend time on something that can be finished The group has not met for the past four months, since Simon and the other members made a trip to the capital, where, according to Simon, the others spent more time drinking and staying out all night instead of seeing the area supervisor from the Ministry of Education. He feels, also, that he is the only one who is really interested in and works on the project and has often said this to other townspeople.

He has been very critical of the school principal and several teachers recently, and when the principal and the treasurer of the board voted against Simon's proposal of enlarging the school cafeteria, he contacted a political friend at the ministry, as well as paying several visits to the district office to complain.

Simon has often mentioned how pleased he is to have a volunteer in Eastside, says he likes to work with me, and that although some of the others may be hard to work with, I can always count on him.

QUESTIONS

1. Based on this information, which one of these four men has what you think it takes to be the best leader in helping the community achieve its development goals? Why?

2. How would you work with him to further develop his leadership skills to meet the development goals of the community?

3. Compare and contrast the three men that you did not select with the one that you did select in terms of their leadership capacities.

LEADERSHIP AND COMMUNITY DEVELOPMENT CASE STUDY
CONSENSUS EXERCISE

1. Compare your individual responses to the case study with the other members of the groups. Try to reach a consensus on: (a) which one in the case study you consider to have the best leadership skills in the community; and (b) why you selected the one you did.

2. Write a short statement summarizing your group's definition of effective leadership.

TWIN OWLS MOUNTAIN CAMP-WORKSHOP
EVALUATION OF DISCUSSION GROUP LEARNING
FOR WEEK 1

Directions

Using the separate answer sheet, write how well you think each individual in your Discussion Group, including yourself, has met the 19 objectives for week one which are listed below. (Use the five-point scale on the answer sheet.)

This Week's Discussion Group Objectives

1. Identify each group member by name and relate something about him that is relevant to the group
2. Describe the importance of non-verbal information in effective communication
3. Describe the difference between "here and now" and "there and then" information, and why the former is important for effective group interaction
4. Identify his own expectations for the camp-workshop activities
5. Describe the purpose of the Discussion Group and how the group's activities will proceed
6. Describe the role of the staff-member-trainer in the group
7. Identify at least one of the basic ecological principles involved in each of the ten case study items
8. Describe the meaning of a group consensus and identify the extent to which his group was successful in achieving a consensus in each of the case study items
9. Describe the difference between group content and group process
10. Observe and evaluate the communication processes existent in his group
11. Describe the meaning of trust and giving and receiving help by identifying how he feels about the person who helped him while blindfolded and how he feels about the person he helped
12. Describe the difference between one-way and two-way communication
13. Describe the importance of non-verbal cues for effective communication
14. Describe the importance of feedback of information for effective communication
15. Use the Johari Window Frame in describing the relationships between an individual and other people

16. Identify his behavior in terms of his own mode of reaction to affection and aggression

17. Identify (a) the lack of feedback, (b) when feedback is responsible, and (c) when feedback is not responsible in effective communication

18. Give and receive feedback in a responsible way with other members of his group

19. Discuss freely with the other members of his group the trust relationship he has established with them and the importance of trust in maintaining an effective relationship.

TWIN OWLS MOUNTAIN CAMP WORKSHOP

Evaluation of Discussion Group Learning

Group No. ____________ Date: ____________________________

Group Members' Names (in alphabetical order)

O	1															
B	2															
	3															
J	4															
E	5															
C	6															
	7															
T	8															
I	9															
V	10															
	11															
E	12															
S	13															
	14															
	15															
	16															
	17															
	18															
	19															
	20															

Rating Scale

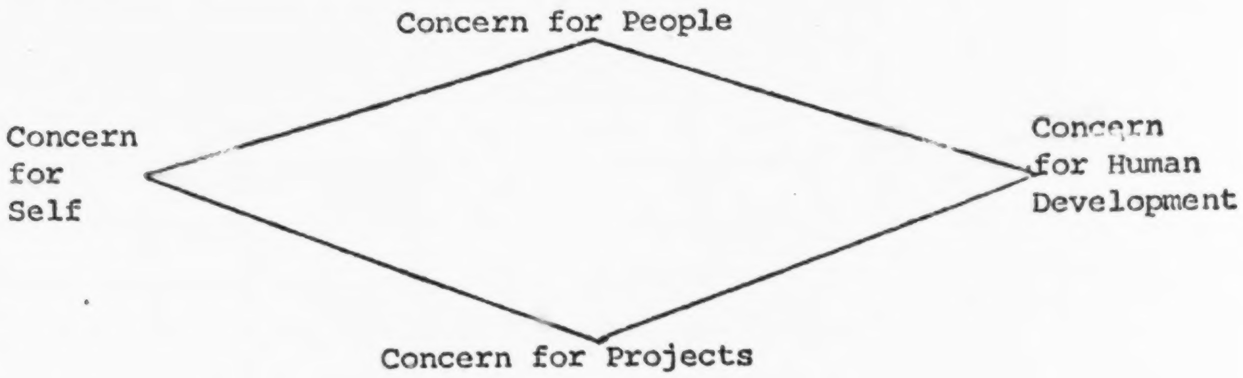
1	2	3	4	5
Not at all	To Some Extent	Moderately Well	Quite Well	Extremely Well

LEADERSHIP STYLE

The ultimate goal of a leader is not to develop in the people with whom he is working a continuing dependency upon outside help, but to help by developing self-sufficiency. The leader must help people learn to identify problems that need to be solved and to solve these problems themselves. The less dependency on the leader and the more involved and self-sufficient the people, the greater the likelihood that growth and development will continue after the leader has gone away.

There are many ways of achieving this goal, of course, and one approach might be more effective than another in a given situation or with a particular individual or group. Two leaders might work in quite different ways and be equally effective. Regardless of the situation or propensity of the individual, however, it is important that the leader in all his activities and decisions remain oriented toward the goal of developing the potential of the people for their own development. It is important, also, that he learn to assess realistically the effectiveness of his behavior and to develop the sensitivity and flexibility that are needed to work effectively toward this goal.

One way of maintaining this orientation is to make explicit some of the other orientations that exist and the possible consequences of the various orientations. The development orientation and three other orientations, or concerns of the individual, are represented in the following matrix (modified from the Managerial Grid developed by Robert R. Blake and Jane S. Mouton, University of Texas) and can be present in varying degrees in any decision the leader makes. The orientation of an individual determines to a great extent how he will perceive a situation, his attitudes toward the situation, and his behavior in the situation. An understanding of the matrix will help also to understand the behavior of a person in a situation. When a person first enters a new group, or if he is insecure or uncertain, he usually is quite self-oriented. As he becomes more secure in the situation, however, he usually moves away from the extreme self-oriented position, usually more toward either the project orientation or the people orientation. Few people have a good balance of both, and it is the rare person who achieves, unaided and without a lot of practice, an effective human development orientation.



1. Self would include any of the self-oriented concerns that could be expected to interfere with effective performance as a leader--need or concern for authority, status, prestige, recognition, reward, to be right, to have one's ideas adopted, to have others conform to one's moral or other standards, to be liked, etc. The position also includes the individual who avoids difficult problems or situations and finds something easier or less threatening. He can justify

his action by saying that the task is impossible and it would be wiser to spend his time on projects where something can be accomplished. In some cases this may be a wise decision, in others it may be only an escape or excuse. For example, it would include also the Peace Corps Volunteer who decides to avoid involvement in Peace Corps activities, and instead see the country and enjoy himself, get to know the people, perhaps go native, or the individual who withdraws, keeps to himself and reads books to pass the time. It would also include the type of lack of involvement in which the individual plays it safe, avoids responsibility by doing only what he is assigned to do, by carrying out a project as someone else had planned it, and looking for higher authority to make all decisions.

2. Concern for projects is probably most frequently encountered. The leader as an outsider can perhaps see some problems more clearly than the local people. And with considerable experience in more progressive communities with a higher standard of living, he probably can see many projects that he feels should be undertaken as soon as possible. These projects become his goals, and all his efforts are expended toward this end. He does the thinking, the planning, the organizing, and possibly most of the work to initiate and complete his (not the community's) projects. Little, if any, consideration is given to supporting the organization and development of an effective activity that would involve the people and thus be self-sustaining. Instead of learning to think for themselves, the people learn to depend on the leader to identify the problems and to find the solutions, and the leader usually enjoys the dependency he has created. When he leaves, development often stops, and what he has completed will quite possibly fall into disuse or disrepair, however, because the people have little pride in or feeling of identification with the projects. They are his projects, not community projects.

3. Concern for people, although certainly commendable, would also interfere with effective service as a leader. The leader would become overly concerned with the misery, the suffering, the filth, the sickness, the deprivation, and could spend all his time working to help the people, with little concern for helping the people learn to help themselves. Or in his work with people he could be primarily concerned with promoting good relations, so that everyone would be friendly, considerate, and happy, but with little concern for promoting a productive, creative relationship wherein people would learn to work together to achieve common goals. People again develop a dependency on someone else, which usually results in even lower self-esteem and self-confidence, and resentment rather than appreciation for the help they have received.

4. The fourth concern is for the development of human potential, for stimulating, organizing, and developing the capabilities of the people of the community to learn to work together effectively in the pursuit of common community goals. This would include both concern for people and for projects, but with the realization that more would be accomplished working with and through the people; by increasing their skills, abilities, and confidence; by involving the people in their own development activities; than by focusing on either people or projects alone. Ideally problems worked on should be those selected by the people as important, not by the leader. Solutions should be developed, decisions made, and projects organized, initiated, and completed by the people. The ideal situation would be an active, developing progressive community at the end of a leader's stay. This does not mean that projects are unnecessary, of course. A

demonstration project may be necessary at times, to demonstrate that something can be done or to elicit or stimulate the interest of the people. It is important, however, that the leader weigh each decision and every action in terms of the development orientation by looking at the consequences in terms of their effect on the people of the community.

LEADERSHIP ORIENTATION EXERCISE

1. Using the group report you have been assigned, evaluate the action of Joe Black, Manuel Martinez, Simon Smith, and Domingo Ruiz. Assign from the Orientation Matrix below a number that best represents the amount of self, people, project, and human development orientation represented (for example, a 55 would represent an equal mix of all four orientations, a mix that is highly unlikely one would ever find).

2. Give your reason for assigning the number you did in each case, focusing particularly on the effect it would have on the people.

People											Human Development
	9	19	29	39	49	59	69	79	89	99	
	8	18	28	38	48	58	68	78	88	98	
	7	17	27	37	47	57	67	77	87	97	
	6	16	26	36	46	56	66	76	86	96	
	5	15	25	35	45	55	65	75	85	95	
	4	14	24	34	44	54	64	74	84	94	
	3	13	23	33	43	53	63	73	83	93	
	2	12	22	32	42	52	62	72	82	92	
	1	11	21	31	41	51	61	71	81	91	
Self		1	2	3	4	5	6	7	8	9	Projects

INDIVIDUAL ROLES IN THE GROUP

Most of us think we know something about leadership, but when we try to define the term, we end up speaking in vague generalities, We speak of born leaders or natural leaders, but we find considerable disagreement regarding the characteristics or qualities of the leaders. Inherent in this kind of thinking is the implication, also, that there are few leaders and many followers.

Many studies have been conducted trying to identify the characteristics of leaders or of leadership behavior, but these have failed to lend substance to a natural leader theory. What has more generally been found is that leaders emerge in groups as a function of the ability of an individual to contribute to the needs of the group. Thus it would appear to be more valid or appropriate to speak of leadership rather than of leaders. When the needs of the group change, leadership changes, unless the social structure is so rigid that change cannot occur. Under these latter conditions, the system of formal leadership and an independent, informal leadership usually develops. In a community, for instance, you have the elected or appointed leaders, but you might find, in addition, a system of informal leadership among the non-official members of the community.

It might be more fruitful, however, instead of thinking in terms of leadership, to focus on the various behaviors that occur in a group and to examine these in terms of their contribution to the achievement of the group's goals. For a group to function effectively, certain kinds of functions must be performed by the members of the group. These functions can be classified in two categories: (1) Task Functions and (2) Maintenance Functions. A third set, which decreases the effectiveness of, and if persisted in may destroy, the group, are the (3) Self-Oriented Functions. Here the goal of the individual is not in harmony with that of the group, and the group provides a setting for the exercising of the self-oriented functions.

Task Functions are those functions that relate directly to the task, the project or problem the group is working on, the content of the discussion, the goal the group is working toward. Maintenance Functions relate more directly to the process, keeping the group together as an effective problem solving unit and working toward the achievement of the goal. Studies would indicate that groups that successfully achieve goals over an extended period of time are those that have members performing both task and maintenance functions. The group is not only meeting its immediate work objectives, but is also building its own resources and stability for working effectively as a group. Such a group is able to observe its own process and take immediate action as maintenance functions are needed.

Groups that limit themselves only to Task Functions, however, have been found to be high producing for short periods of time, but eventually such groups fall into a series of dilemmas, internal conflicts, which tend to reduce their effectiveness and often disintegrate the group. Groups that exercise only maintenance roles might develop a country-clubbish, happy operation initially, but certainly low-producing. They quite probably would not last long in a competitive society or with no real goals to hold them together. If a number of people were brought together for some purpose or project who exercised only self-oriented functions, either chaos or arbitrary action would result.

A breakdown of the three categories, showing some of the functions that are performed in groups, and a description of the behavior associated with each function are given in the following:*

Task Functions

1. Initiating, Contributing: Suggests or proposes new ideas or an alternative way of regarding the group problem or goal. Tries to get movement started toward the goal.

2. Information or Opinion Seeking: Asks for clarification or suggestions or for information or facts pertinent to the problem being discussed. Seeks clarification of values, opinions, feelings, and attitudes pertinent to the problem or task.

3. Information or Opinion Giving: Offers information, facts, or generalizations which are the authoritative views or relates his own experiences in relation to the group problem. States his beliefs, feelings, or attitudes relative to the group task.

4. Elaborating, Clarifying: Elaborates suggestions through examples or developed meanings, tries to anticipate and examine effectiveness or consequences. Illustrates or clarifies the relations among various ideas and suggestions; tries to integrate ideas into a consistent, unified approach, or to coordinate the positions of various members or sub-groups.

5. Orienting, Summarizing, Evaluating: Defines the position of the group with respect to its goals by summarizing what has occurred. Tries to assess progress toward the goal, raises questions regarding the direction the group is moving, questions the practicability, logic, facts, or procedure of current or suggested approaches to solution of the problem.

6. Standard Setting: Expresses standards the group should attempt to meet or applies standards in evaluation the group's progress.

---

*Originally listed by E.D. Benne and P. Sheets in Function roles of group members, Journal of Social Issues, 948, 4(2), 4 -49.

7. Acting as Procedural Technician: Expedites accomplishment of the group goal by doing things for the group--performing routine tasks, seeing that things are in order, keeping a record of the proceedings, writing down suggestions, ideas, etc.

Maintenance Functions

8. Supporting, Encouraging: Encourages others to participate, offer suggestions, submit ideas. Praises when appropriate, shows appreciation for contribution, even if he disagrees with content. Displays warmth and acceptance toward group members.

9. Gate-keeping, Expedition: Attempts to keep communication channels open by insuring that everyone is heard, is given a chance to participate.

10. Harmonizing, Compromising: Mediates disagreements between or among other members, attempts to reconcile differences and relieve tension in conflicts. When his ideas or position is involved, offers to compromise to maintain harmony.

11. Observing and Providing Feedback: Observes group process and feeds this information into the group for evaluation of its effectiveness as a working team. Expresses his perceptions, reactions, and feelings.

12. Tension Reducing: Plays at the appropriate time, jokes, calls for coffee breaks, etc., to reduce tension, or to allow time for tempers to cool.

Self-Oriented Functions.

13. Following: Goes along with the movement of the group, more or less passively agreeing and accepting ideas and suggestions of others, but contributing little or nothing. Acts more as a spectator than a participant.

14. Aggressing: Attempts to reduce the status of others, belittles, disapproves, ridicules, attacks ideas and suggestions, jokes aggressively; cynical and sarcastic. Reverts to personal attack in conflict situation rather than objective exploration of issues and differences.

15. Blocking: Tends to be negativistic and stubbornly resistant, disagreeing an opposing beyobd reason; attempts to bring back issue after group has rejected it; negative and critical towards goals of group; dichotomizes--everything is right or wrong, black or white, no in between, no alternatives, etc.

16. Nitpicking: Tends to magnify and dwell on insignificant details, at the expense of significant aspects of the problem.

17. Dominating: Tries to dominate the group or certain members, by manipulation, coercion, flattery, asserting authority, taking leadership, etc.

18. Recognition Seeking: Works in various ways to call attention to himself--by boasting, relating personal exploits and achievements, etc. Struggles to avoid being placed in an inferior position. Makes certain he is given the credit, recognition, or reward for his contributions or suggestions.

19. Monopolizing: Uses the audience opportunity provided by the group setting to express his feelings, hostilities, complaints, resentment, bitterness, suspicions, observations, e aluations, insights, and solutions regarding personal, non-group oriented, staff, program, establishment, or other outside issues and solutions regarding personal, non-group oriented, staff, program, establishment, or other outside issues and problems.

20. Sympathy Seeking: Seeks sympathy of the group or certain members by expressing insecurity or personal confusion, by relating hardships, personal sacrifices, problems, persecution, or prejudicial treatment.

21. Withdrawing, Avoiding Involvement: Makes a display of his lack of ability or interest and involvement in the group. This may take the form of cynicism, nonchalance, horseplay, and other inappropriate behavior.

Human Development Functions

A fourth leadership function that is very important but difficult to observe in training is that of Human Development--developing and supporting responsibility on the part of other persons. This might involve avoiding assuming or accepting a leadership role, making decisions for the group to assume more responsible roles, exercise their problem solving and decision making faculties, and to learn to be independent. More actively, it might involve asking questions to force others to seek solutions to their own problems, to explore alternatives, to anticipate consequences, etc. Or it might involve confronting and challenging an individual or group to force them to recognize and assume their responsibilites.

RATER____________________
DATE____________________

ROLES IN THE GROUP

RATING FORM

		Never		Seldom		Often		Usually		Always	Don't Remember
	Task Functions										
1.	Initiating, Contribution	1	2	3	4	5	6	7	8	9	0
2.	Information or Opinion Seeking	1	2	3	4	5	6	7	8	9	0
3.	Information or Opinion Giving	1	2	3	4	5	6	7	8	9	0
4.	Elaborating, Clarifying	1	2	3	4	5	6	7	8	9	0
5.	Orienting, Summarizing, Evaluating	1	2	3	4	5	6	7	8	9	0
6.	Standard Setting	1	2	3	4	5	6	7	8	9	0
7.	Procedural Technician	1	2	3	4	5	6	7	8	9	0
	Maintenance Functions										
8.	Supporting, Encouraging	1	2	3	4	5	6	7	8	9	0
9.	Gate-keeping, Expediting	1	2	3	4	5	6	7	8	9	0
10.	Harmonizing, Compromising	1	2	3	4	5	6	7	8	9	0
11.	Providing Feedback, Observing Process	1	2	3	4	5	6	7	8	9	0
2.	Tension Reducing	1	2	3	4	5	6	7	8	9	0
	Self-Oriented Functions										
13.	Following	1	2	3	4	5	6	7	8	9	0
14.	Aggressing	1	2	3	4	5	6	7	8	9	0
15.	Blocking	1	2	3	4	5	6	7	8	9	0
16.	Nitpicking	1	2	3	4	5	6	7	8	9	0
17.	Dominating	1	2	3	4	5	6	7	8	9	0
18.	Recognition Seeking	1	2	3	4	5	6	7	8	9	0
19.	Monopolizing	1	2	3	4	5	6	7	8	9	0
20.	Sympathy Seeking	1	2	3	4	5	6	7	8	9	0
21.	Withdrawing, Avoiding Involvement	1	2	3	4	5	6	7	8	9	0

Name

Name____________________

PERSONAL DATA FEEDBACK FORM

Group# ____________________

TASK	MAINTENANCE														SELF ORIENTED						
	1	2	3	4	5	6	7	8	10	11	12	13	14	15	16	17	18	19	20	21
Total																				
AV																				

Total Score (Task - Maintenance - Self) ____________________

Rank Order in Group ____________________

Appendix I

DESIGN OF THE TRAINING PROGRAM

Although the methodology used in staff training should be the same as that used in the general training program, the objectives of staff training are quite different. The objectives of staff training are both to create staff effectiveness and to design the training program, defining and deciding on many of the concepts, time sequences, materials, and training strategies necessary to achieve the objectives of the training program.

During the design of the training program the staff should continue to use the experiential model in evaluating their experience of working together and its relation to the general training program. They should also evaluate the results of their efforts, the suitability of the plans, materials, methods, and objectives developed, against criteria that they develop.

Harrison and Hopkins (p. 449) have discussed the major elements that they feel were present in preparing for their most successful training experiences.

"First was the degree and intensity of planning that occurred before the trainees arrived. The kind of design we advocate here cannot be conducted by an unprepared staff or by a staff that has not confronted, grappled with, and in some measure dealt beforehand with most of the issues such training raises. When using traditional classroom models, one can assume that the other educators are using roughly similar designs. Much more communication among the training staff is needed to develop commitment to a new model, to test whether proposed training designs do in fact exemplify the model, and to resolve inconsistencies among different parts of the program.

"It is not necessary to build a seamless united front in the planning phase; but in a program designed to shift the orientation of the trainees away from a dependence on authority to reliance on their own abilities to diagnose, gather data, and develop independent solutions, it is important that all the learning activities work toward this meta-goal. While there is room for the application of a number of personal teaching styles among staff members in such a program, it is important that there be basic consensus on the importance of giving trainees as much responsibility as they can manage, on the desirability of trainee activity-initiation as opposed to passivity-receptivity in all learning settings, and on the responsibility of staff members continually to help trainees build connections and bridges between their training experiences and the situations for which they are preparing in the field.

"It is easy to provide trainees with experiences and problems to solve. It is more difficult to think through the learning and adaptation processes that must take place in these experiences, to help trainees devise ways of collecting data on them, and to aid trainees in conceptualizing the processes so that they may be applied in overseas situations which on the surface may seem to be radically different from the projects assigned during training. This form of elaboration requires the trainee to take account of the training experience, to dig into it rather than float on its surface, to formulate hypotheses and questions. Without such elaboration, experiences are not converted into learning. Trainees should receive assistance in conceptualizing and generalizing their experience. It is impossible to reproduce or simulate or even to know precisely what conditions will be faced by trainees in an overseas situation. Crude simulations may be the best available. The processes of diagnosing and taking action on a problem are similar in the training and application situations, but the content of the problems is different. Unless the trainee has help in abstracting the process from the particular events he experiences, he will face difficulty in translating what he has learned into usable form.

"He will not receive this help from staff members who have not been deeply involved in planning the program and who do not manifest the commitment that can result only from involvement. Involvement of this depth and intensity cannot be developed in a traditional administrative situation. The teacher must write his own job description, through interaction with his colleagues. The planning phase must constitute a training phase for the staff.

"It is important, too, that much of the planning bear on process issues--that is, the interpersonal and behavioral patterns that can be expected to develop in the course of training. There is a very real sense in which the planning phase can be a kind of mockup of the training program that is to come, with the staff members experiencing similar conflicts and anxieties which they must work through before they are ready for the innumerable interpersonal transactions that will make up the actual training program. In planning for this program much of the focus of the work of the consultant was on staff process issues and their relevance to training. By the time the participants arrived, staff members could empathize with the confusion, hostility, and anxiety which this program would create for the trainees simply because the staff had experienced and examined similar feelings as they sought to relinquish the security of traditional classroom models and plan a venture into the ambiguous and unstable world of experience-based training.

"Since small-group activities were a critical design characteristic in this model, the staff needed well-developed skills in managing group discussions. The need for skill was especially acute where trainees were being asked to reflect on their own performance and experiences in the more stressful parts of the program. Trainees understandably resisted connecting their behavior in the training situation with how they were likely to function in the overseas situation. When trainees sought to withdraw from the ambiguity and stress of being responsible for their own learning they had to be confronted with this avoidance pattern. All of these problems in learning require sensitivity, skill, and compassion on the part of the staff. The consultant spent considerable time with the staff working on these skills of discussion leadership. This involved both theory and practice during the planning phase and observation and consultation with individual staff members after the program was under way.

"The teacher in an experience-based program is involved with people, not books; with real situations, not abstractions. He must collaborate closely with his colleagues. In his work with students, he will do little presenting and much listening. Instead of organizing content material, he will seek patterns, principles, and generalizations in the reactions of trainees. Subject matter competence is useful, of course, but it will not get the job done without true competence in the facilitation of learning through focus on process. The traditional systems in which most of us were formed do not value the subtle and sophisticated teaching skills described here.

"When, therefore, an individual is asked to participate in the design and conduct of training radically different in form from traditional models, he needs a basic education himself in the teaching and learning process. He needs supervised and assisted experience in designing training, conducting it, and evaluating the results. He needs to work with others who are also struggling with the tasks of putting together and operating experience-based training designs."

Role of Lectures and Outside Experts

Complaints about boring and irrevelant lectures--particularly about those given by visiting experts who have only the vaguest idea of what is going on in training, who cannot relate their materials to the trainees' needs--are still widespread.

A good description of an effective way to use a visiting expert is found in Batten's Training for Community Development.* We quote his entire description because it is well conceived, and as a further introduction to Batten's handling of training.

"There is one very important field over which neither the staff nor the members of the Course have complete control. Each year we need to invite some specialists to lecture to the group to whom we attach a great deal of importance. . . . All this takes up a great deal of time, and we very much want to ensure that this will be well spent.

"We have found that this is by no means easy, for, although we do not invite anyone to talk unless we are convinced that he has something really relevant and useful to say, we have often found either that he does not say it or, more often, says it in such a way that our group members do not grasp its full relevance and interests to themselves. And, after all, is this so very surprising? The speaker will have had no previous contact with them or they with him, and since his background and their backgrounds are so very different, it will obviously be very hard for him to know just what aspects of his special knowledge he should talk about, and harder still for him to know how to express it in the most relevant and meaningful way. Thus, however useful his knowledge may be, unless something is done to help him, much of the potential value of his talk may be lost. That this was actually happening was very forcibly brought home to us in discussion with the Course members. In their opinion some potentially useful talks had been largely a waste of time.

---

*Page 121.

"It was to deal with this problem that we gradually worked out a procedure which we now consistently follow in all the arrangements we make for visiting lecturers and for speakers at the places we visit. The first need, we find, is to get quite clear in our own minds just what, in each instance, we want the outside person for, and then in relation to each of these quite specific wants to look for the person or organization most likely to be able to provide whatever is needed to satisfy it.

"The second need when making the initial approach, is to explain our purpose, and what we want from him, clearly and fully to the person concerned; brief him about the Course in general, the composition of the group, and the background interest of its members; and discuss with him the desirability of allowing plenty of time during or after his talk for the members of the group to ask questions. Always, if possible, this is done by visiting the speaker beforehand; but if this is not possible, then we write at some length, enclosing also a Course prospectus, a list of the Course members, their jobs, and countries of origin, and sometimes also an annual report on the work of a previous Course.

"The third need is to brief the members of the group about the speaker--his background, his special aptitude and knowledge, why we have invited him, and the relevance we hope his talk will have in relation to the work already done, or still to be done, in the Course.

"Most speakers welcome our attempt to 'put them in the picture' before they give their talk. They are glad to meet the staff, get interested in the Course, look forward to meeting the Course members, and learn enough about their interests to be able to prepare their talks in a relevant way.

"I have already mentioned that the trainers are present at every talk. We find that by being present we can often help the speaker or the group. During a talk, and more especially if it is given at the beginning of the Course, the lecturer may sometimes assume that members know much more about a subject than they actually do; or at a talk given at a late stage that they are totally ignorant of something they already know quite well. When this happens we can often break in with a word or two to put such misconceptions right. We can also help when questions are being asked: sometimes by helping the speaker to grasp the point of a question not clearly put, but which we can understand because we know what prompted it; sometimes to clarify an answer that some member of the group still does not clearly understand; and sometimes to ask questions to draw the speaker out on points that might otherwise be missed. In all this, while keeping generally in the background and speaking only when there is a real need, we are able to ease communication between the speaker and the group.

"Nor is our function ended even at this stage, for the members will only get the full meaning and relevance of a talk as points made by a speaker are clearly related to members' own problems at later meetings of the Course. Thus a good talk will subsequently be referred to several times and in several different contexts. It is this that finally integrates a talk into the Course and gives it its full training value, and unless the staff have heard it themselves they cannot help to integrate it."

General Considerations

There are several factors which are particularly important in planning, preparing for, and conducting an experiential training program. First, a competent and dedicated staff. An experiential program demands that the staff be ready and willing to live with the frustrations, the ambiguities, and the sometimes emotionally-charged atmosphere that are inherent in such a program. This requires an unusual amount of faith in the methodology itself.

Second, the program must be flexible, with a climate of openness and responsible participation. Trainers must provide for change. It should be obvious that it would be impossible to completely prestructure any part of a training program unless the trainers intend to ignore any meaningful input from the trainees and disregard their mood and reactions. In an experiential program, in which both trainees and staff are planners, designers, doers, and resources, it is essential that an attitude of sensitive response to the needs and suggestions of the trainees and a mechanism for modification and change be built into the program from the very beginning.

The third area of general concern is that of evaluation. A reasonably objective evaluation of training is the best way to guarantee improvements in future programs. Objective evaluation, in turn, can best be implemented when the goals of the training program are clearly stated in behavioral and measurable terms before, or at the very beginning, of the training program. This is an extremely difficult task, but it is worth the effort.

These general considerations should be kept in mind as the staff plan and design the program, and should be used as guiding principles while the training is being conducted. This requires the careful formulation of objectives, for use in planning the program as well as in evaluation. The objectives have to be specific enough to allow for design of a comprehensive, consistent, integrated program and yet flexible enough to allow participation of the trainees in further definition, modification and elaboration. There are no hard and fast rules for achieving this delicate balance. Many examples will be given of objectives in the various sections, with the reader's understanding that these are not being presented as examples of the way they should be defined or stated, but merely as samples for study.

General Guidelines for Design of Training

A model (see Fig. 5) has been developed to help conceptualize the growth and development process in a training program and as a guide in selecting and sequencing of learning strategies. It should be presented along with the overview of training when the staff begin to work on the specific design. It helps staff and trainees see the relationships among the various activities, parallel and sequential.

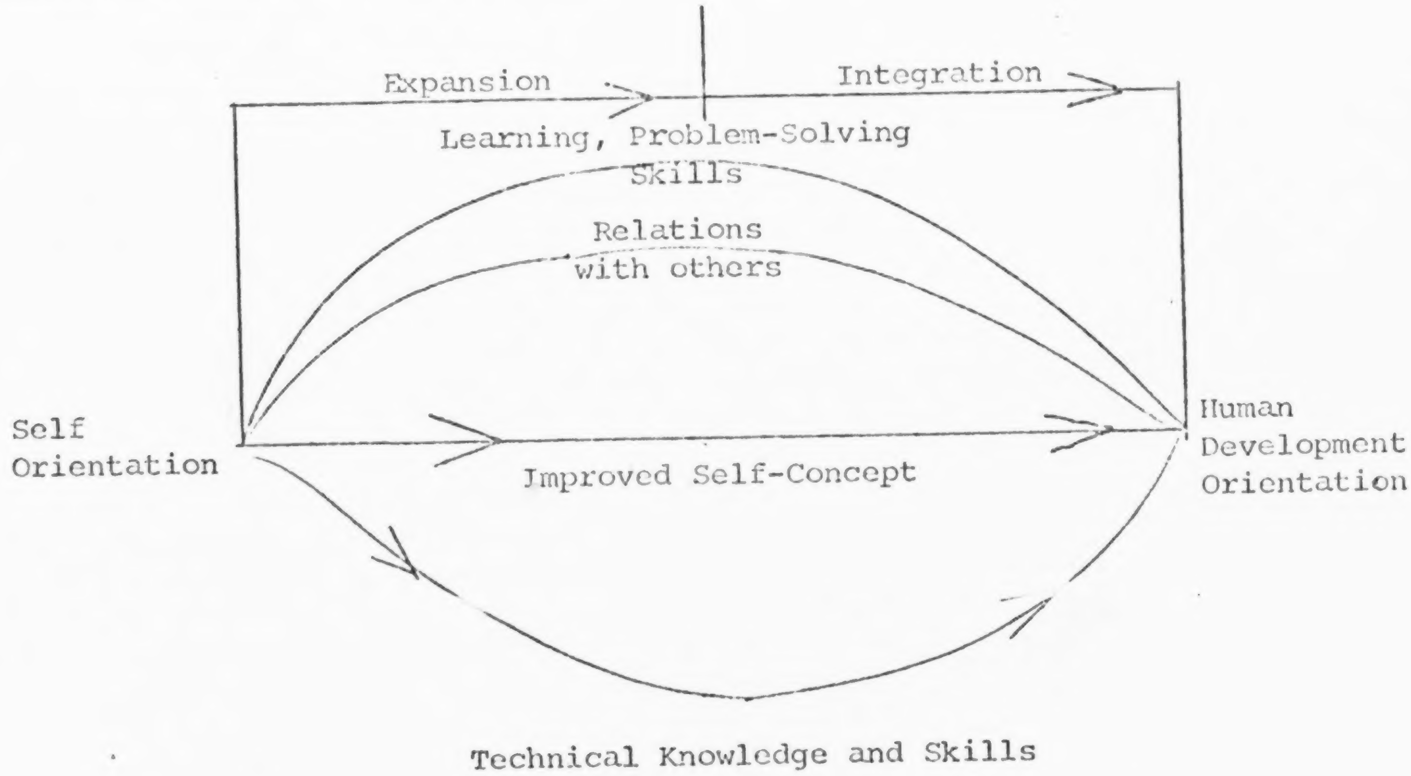

Expansion
Integration
Learning, Problem-Solving Skills
Relations with others
Self Orientation
Improved Self-Concept
Human Development Orientation
Technical Knowledge and Skills

Figure 5. Learning, Growth, and Development Model.

One of the primary tasks of the training staff is to help the trainee expand his knowledge, understanding, and skills along the four continua in the above model and then to integrate these into effective service, human development oriented attitudes, behaviors, and skills. If this can be pictured as a three-dimensional model, the three outside continua center around the self concept growth continuum, which is central to, but is dependent upon, learning, growth, and development along the other continua.

In attempting to achieve the foregoing development, the staff can anticipate and should be prepared to cope with certain attitudes and reactions on the part of the trainees. These can be classified generally as dependence, counterdependence, interdependence, and independence, and are found in every program.

Most trainees when they first arrive will be quite dependent on the staff to help them get settled, tell them what is expected of them, tell them what they can expect, etc. Some will bring counterdependent attitudes with them--reactions against authority, the establishment, structure, etc. Others will develop counterdependency as they are breaking away from dependency. This often takes the form of hostility, cynicism, sarcasm, withdrawal, etc., and is very difficult, particularly for an unseasoned staff, to handle. An understanding of the phenomenon of counterdependency will help the staff member accept and tolerate the verbal and nonverbal abuse he can expect to receive.

If the staff persist and do not revert to the traditional staff role, the training will move into a phase of interdependence, with staff and trainees working together toward common objectives. This is a very rewarding and comfortable period of mutual respect, acceptance, and cooperation. This same sequence will quite likely have developed in the small Discussion Groups, where many of these same problems are worked through, and the groups will now be cohesive, effective working groups.

The staff is obligated to move the training beyond this stage to a stage of independence, however, because the trainee will not have his group or the staff with him in the host country. Once the trainees have learned to work effectively with others, the staff and Discussion Groups can begin developing and supporting independence. The trainee should learn to think for himself, establish his own objectives (but integrated with those of the group), make his own decisions, and develop his own plans, perhaps separated from his group, isolated, and alone. The Development Group and staff can help him develop the strength and self-confidence to face this experience.

Staff Program Responsibility

The role of the staff is one of helping the trainee learn to experience his own reactions to and interactions with his environment, and beyond this to expose him to the kinds of situations he very likely will encounter in the future; to provide an opportunity for him to identify, analyze, and solve problems, and to live with his own solutions; to identify and anticipate consequences; and to learn from his own mistakes. It is the responsibility of the staff to place the trainee in situations that will require him to experience the need for certain information, and then to provide the information at the trainee's request, or to help and support the trainee in making use of other resources in obtaining the information.

It is the responsibility of the staff to create a climate for learning. Undoubtedly, a training program that is too disorganized or too hectic will interfere with learning; but at the same time, a program can be too smooth, too well organized. Meeting the demands of the trainees to the extent that the trainees encounter very little hardship or very few frustrations or problems similar to those he will have to face eventually, he, his peers, and the staff can examine his reactions. It becomes very difficult, however, to plan a training program that will have a healthy balance of disorganization and organization, structure and lack of structure, and a sufficient amount of stress to force the trainee to examine his reaction to stress but not so much that it tends to interfere with learning.

The training situation should allow the trainee to encounter stress experiences that will enable him to assess his ability to withstand and deal with pressure overseas. A single stress situation may or may not be predictive of a Volunteer's behavior overseas. His behavior over a series of these incidents, however, may be predictive, or may provide him with the information and opportunity he needs to work on modification of his attitudes and behavior. A series of situations in training may give him the opportunity to become aware of his usual behavior pattern and its effectiveness or appropriateness.

This can become a real problem in training, too, because if the staff is asking the trainees to look at these problems that develop in training as learning situations, the trainees, then, can perceive the staff as using this as an excuse for its own inadequacies or disorganization. The staff has to be careful that it is not, in fact, an excuse. This is where the difficulty lies, allowing a certain amount of disorganization but not so much that it begins to interfere. Planned disorganization or stress probably is not as effective as unplanned. The accidental occurrences or problems are probably more effective as far as learning is concerned, as long as they are not too frequent, too disruptive, or indicative of actual inadequacies of the staff.

Assessment and an Open Environment

All experiential training programs are based on the premise that trainees learn by doing and that problems that come up during the training program should be exploited as learning experiences rather than shoved under an administrative rug. This type of philosophy demands an honesty and openness on the part of the staff and trainees. The reality of selection, however, the ultimate evaluation by someone other than the trainee, militates against openness and trust. Explicit procedures must be adopted to foster the development of a climate that will support openness and honesty, and to demonstrate to the trainees that they will benefit.

There are certain procedures that can be adopted to encourage openness. The open staff meeting is one of these. Trainees (or representatives of trainees) should be encouraged to attend staff meetings and to participate in decisions and the implementation of decisions. Another simple procedure is to make staff available to trainees at all times, or at least at certain times during the day. Trainees should be encouraged to discuss ideas and problems with the staff whenever they feel like it. This prevents the explosive build-up of tension that sometimes occurs during training programs.

A third and highly important procedure to encourage openness is the conscious avoidance of cliques by everyone in the program. Cliquishness develops the "we-they" syndrome which is destructive to any spirit of openness. This is often rationalized by the pressures of the program, the necessity to conduct business at meal times because the staff are too busy to get together at other times. But the effect on staff-trainee relationships should be taken into consideration and another time found for staff meetings.

Traditional training programs actually encourage a "we-they" syndrome by the use of the classroom model of instruction. Experiential programs use various strategies to break down these barriers and to mold both staff and trainees into a unified whole for the purpose of attaining the objectives of the program.

There are no experts when it comes to relating to people. A person may know a great deal about human behavior and still be quite ineffective in his own relations with others. Relating to people is a very personal kind of learning, and more an art than a science. It is not learned from a textbook or a lecture. It depends on sensitivity to and accurate perception of feedback cues from other persons, and flexibility in reacting to these cues. It requires a sincere desire to anticipate or identify problems and work them through, a willingness to risk making a mistake and to ask the other person's help in correcting and learning from mistakes.

Creating a Supportive Climate

The proper climate must be created in training if these attitudes and learnings are to develop. Increasing sensitivity and accuracy of perception is a slow, difficult, and sometimes painful process. A person is not aware of the extent to which his own needs, biases, preconceptions, and expectations interfere with sensitivity and accuracy of perception. They have to be exposed somewhat if he is to become aware of the extent to which they do. Willingness to be open with others requires a great deal of support from those around him, and a genuine interest on their part in his learning, growth, and development.

The most effective way to achieve a climate of support, experimentation, problem-solving, and assessment of experience is through the use of small groups, where a level of trust can develop that is difficult to achieve in a larger community. Once such a climate is achieved in the small groups, it can be generalized to the entire community.

This cannot happen, however, unless the trainees actively share the responsibility for making it happen. With the emphasis on individualism and competition in our society, people do not have an opportunity to learn to work well with a group or even to relate well to others. There is a great deal of suspicion, distrust, and fear of others in our own culture, which many persons would undoubtedly deny. It is important that we become aware of these attitudes in training, however, so that we can anticipate the problems they can and will create.

Much of this feedback can be accepted more easily by the trainee if it is couched in terms of the individual as a product of the American culture and not as a reflection of his particular personality. If characteristic attitudes and ways of behaving can be identified and related to and discussed in terms of possible problems that these might create in a host culture, it will be much easier for the trainee to accept this feedback and modify his behavior than if he feels he is being criticized for his own personality characteristics.

The New Learning Experience

Each person comes into training with different expectations and different ideas about the role and responsibility of the trainer and trainees. Since each person is also an expert on learning (he has been learning all his life), he has a tendency to evaluate the new approach on the basis of his past experience, which more than likely is quite irrelevant. Some are not ready to admit that there might be something in the field of learning they have not experienced. Some will be willing to go along with the experiment, conditionally. Others will be ready and anxious to cooperate and will see the training as an interesting, challenging, freeing, and potentially fruitful experience. A large number will do as they are instructed, at least in the beginning, and will not trust the staff enough or be confident enough to voice their opinions.

Some trainees will pick up on the new approach very quickly and will be able to see how effective it could be. These trainees need support, however, because the dissidents will put pressure on them to join those against the staff. These differences among the trainees should be made evident through the structure of the program (in a non-punishing way), and capitalized on in helping the trainees learn to attempt to determine the meaning of their experience.

The staff should be aware too that some trainees will object to or find something wrong with any kind of training. It would probably be impossible to develop a training program that would be equally effective with everyone or that would make everyone happy. It is very important that the staff recognize that their objective should be maximum learning on the part of the trainees, not necessarily happy trainees or trainees who love the staff and the program. Many trainees will not understand what has happened to them or what they have learned from the training experience until they have been on the job as Volunteers for some time. This is particularly true with the emphasis on experiential learning.

Design and Integration of Training

A great many exercises have been developed for use in preparing Volunteers to live and work in another culture. The particular exercises used in a given training program depend on the objectives of the program, time, people, facilities, etc. Decisions regarding the particular exercises and experiences used and their sequence in training should be made with and by the training staff while planning and designing the program.

The Role Model

The Role Model is one of the most effective analytical devices yet developed for collecting and selecting relevant content and for providing the trainee with an integrating mechanism for conceptualizing his total experience in training and following training. It focuses on the trainee as the center of his own universe of understanding and role relationships, which is reality, whether we approve or not, and thus is immediately relevant.

Uting the role model as a guide, he can examine his experiences to identify those relationships and specific incidents that reflect significant aspects of the confrontation of two cultures or his role either on the job or in the community. The trainee can use the role model as a guide in seeking information or asking meaningful questions of consultants, staff, and any representatives of the host culture in the training program.

Phases and Objectives

The training design should be planned to take into consideration the abilities, skills, and attitudes of the trainees as they enter training, the learning sequence they will be expected to go through, and the terminal objectives that should be reached by the end of the program.

Appendix J

INSTRUCTIONS TO THE STAFF

Glenn Towery will report to the Probation Department camper collecting point at 8:30 A.M. All other staff who are in Denver (with the exception of the person driving Glenn to the Probation Department) should report to Currigan Hall at 8:30 A.M. Paul Acosta will report to the camper collecting point of the Boulder County Probation Department at 9:15 A.M.

There will be three buses operating on the following schedule with those staff assigned to the buses as listed below:

Bus No. 1 leaves the Denver Probation collection point with Glenn Towery at 9:00 A.M., drives to Currigan Hall and picks up Lynn Bussey and enough other campers to fill the bus and proceeds directly to the H-G.

Bus No. 2 with Peggy Talburtt will leave Currigan Hall at 9:00 A.M. with _______ seats empty. This bus will proceed to Boulder and pick up Paul Acosta and the campers at the Boulder Probation collection point. This bus will then proceed directly to the H-G.

Bus No. 3, with David Anderson and Raymond Scott, will take as many campers as it will hold from Currigan Hall at 9:00 A.M. and proceed directly to the H-G.

Bart Broussard and Paul Brubaker in the station wagon and Ron Hill and Ron Carbin in the sedan will wait at Currigan Hall until Bus No. 1 is filled and leaves. Any campers remaining at Currigan Hall will be placed in the station wagon or the sedan. The sedan will proceed to the airport to pick up Richard Cohen at the baggage claim station. Richard will be arriving on TWA Flight 155 from New York City at 10:30 A.M. The station wagon will proceed to the Continental Bus Station to pick up Ruth Myers and Melanie Duran, who will be arriving there from San Luis, Colorado, at approximately 10:15 A.M. After the pickups at the bus station and the airport, the station wagon and the sedan should proceed directly to the H-G.

As we agreed, no one will be admitted to the bus unless his name appears on the list attached to this sheet, with the exception of people who are substituting for others and who have a signed application form or Xerox copy of an application form.

The names on the attached list without any stars next to their names have already mailed a signed application form to us. Names on the list with one star should present to you, before boarding the bus, a signed application form. The names with two stars next to them are those from Denver Opportunity, and their applications should be in the mail, so they may not have one in their hands; these are the only ones who should be allowed to board the bus without a signed application.

Please take it upon yourselves to arrange your own transportation on Sunday morning so that all of the staff who are in Denver are at their assigned places on time. Upon arrival at the camp, check immediately with the camper check-in table for any last minute instructions, lists, etc., and proceed directly to your dorm to meet and receive the campers who are assigned to you.

GOOD LUCK!

Appendix K

CROSS-CULTURAL ANALYSIS

Name ____________________

D-Group No. ________________

1. Attitude toward man's basic nature:

Basically good	Basically evil

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

2. Attitude toward life:

All life highly valued and to be spared at all costs	Individual less important than group

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

3. Attitude toward death:

Predetermined and inevitable	Accidental and haphazard

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

4. Attitude toward suffering and pain:

To be avoided if possible	Inevitable and unavoidable

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

5. Attitude toward problem solving:

Rational, logical	Instinctive impulsive

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

Man's duty	God's province

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

American Self

6. Attitude toward status, titles, degrees:

Reasons other than merit (i.e. hereditary)	Earned by merit

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

7. Attitude toward animals:

Close to man's feelings	Closer to inanimate objects

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

8. Attitude toward control of one's environment:

Self-determination	Fatalistic

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

9. Attitude toward material objects:

Highly valued	Not of great importance

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

10. Attitude toward science, technology, machines:

Highly valued	Not of great importance

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

11. Attitude toward time:

Present time valued	Concern and planning for future

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

12. Attitude toward achievement:

Goal-oriented	People-oriented

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

American Self

13. Attitude toward work:

Brings tangible results — Not a means to an end

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

14. Attitude toward manual work:

For lower classes only — Good for everyone

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

15. Attitude toward value of experience:

Learn by mistakes — Mistakes should be avoided at all costs

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

16. Attitude toward "change":

Possible with effort — Impossible to achieve

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

17. Attitude toward self vis a vis others:

Privacy valued — Company valued

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

18. Attitude toward relationship to others:

Independence valued — Group valued over individual

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

19. Attitude toward small group of family:

Other relationships valued as or more important — Strong and only loyalty

☐ ☐ ☐ 1 2 3 4 5 6 7 8 9

American Self

20. Attitude toward community cooperation:

Apathy	Involvement

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

21. Attitude toward women:

Inferior to men	Equal to men

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

22. Attitude toward relationships between sexes:

Platonic relationships possible	Sexual relationship always exists

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

23. Attitude toward relationships within the sexes:

Extremely close, warm	Warm, close friendships uncommon

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

24. Attitude toward the under-dog:

Sympathy	Scorn

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

25. Attitude toward authority:

Resentment, rebellion	Valued, respected

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

26. Attitude toward meeting commitments (appointments, schedules, etc.)

Casual, little concern	Great concern

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

American

Self

27. Attitude toward inefficiency and red tape:

Complete indifference	Can't tolerate

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

28. Style of communication:

Polite, vague, indirect	Frank, open, direct

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

29. Attitude toward strangers:

Complete distrust	Great hospitality

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

30. Concern for status:

Complete indifference	Great concern

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

31. Attitude toward elders:

Honor, respect, deference	Disrespect, distrust, disregard

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

32. Attitude toward maintenance of classroom discipline:

Very strict, reliance on punishment	Very permissive, reliance on student responsibility

1 2 3 4 5 6 7 8 9

☐ ☐ ☐

American Self